



Establishment of Innovative System of Ideological and Political Education in colleges

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Abstract. In 2016, General Secretary Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges that ideological and political work should run through the whole process of education and teaching. It create a new situation for the development of higher education in our country. At this point, the state has put forward new requirements for comprehensive education in colleges, and colleges in various regions have comprehensively promoted the ideological and political reform education. As a supplementary force of higher education, private colleges have comprehensively carried out innovative reform of curriculum ideological and political collaborative education around this fundamental direction. This paper analyses and researches the current situation of ideological and political collaborative education in private colleges, and finds that there are problems such as insufficient coordination and insufficient collaborative innovation mechanism in the process of curriculum ideological and political development in private colleges. In view of the existing problems, this paper proposes to adhere to the fundamental guiding ideology of "Moral Education ", establish a collaborative education system with Three-Wide Education and build an innovative mechanism for ideological and political collaborative education in colleges. In order to build a highly operable curriculum ideological and political collaborative innovation pattern.

Keywords: Private colleges; Ideological and Political Education; Collaborative Education; Innovative System

1 Introduction

General Secretary Xi Jinping pointed out in the National Conference on Ideological and Political Work in Colleges and Universities that "all courses should guard a section of the channel and plant a good responsibility field, so that all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect"[1].Under the guiding ideology, how to integrate the professional courses into the ideological and political system of the curriculum to form a synergistic education effect, establish a perfect system of collaborative education of ideological and political courses in colleges and universities, and constantly innovate and reform with the re-

quirements of the times is an important task of the ideological and political courses in colleges and universities at present. Based on this background, all kinds of colleges and universities are rapidly pushing forward the teaching reform of curriculum thinking and politics, and building a curriculum thinking and politics system with the pattern of "big thinking and politics" and the innovation and development of ideological and political work as the core.

2 Manuscript Preparation Current status of domestic and international research

Countries around the world are conducting studies and research on how university curricula can be effective in nurturing people. However, the direction and perspective of research on the role of curriculum in human resource education and the pathways of implementation vary greatly from country to country and from culture to culture.

2.1 Current status of domestic research

After China proposed in the conference on ideology and politics in colleges and universities in 2016 that the teaching work of colleges and universities should integrate ideology and politics into education and education, the research on curriculum thinking and politics in China began to gradually increase. According to the statistics of China Knowledge Network (CNN), the number of papers on "Curriculum Civic Politics" and "Collaborative Education" on CNN was 8 in 2017 and 1413 in 2021. From the distribution of disciplines, the main focus is on higher education, followed by vocational education. Thus, it can be seen that the collaborative education of curriculum thinking and politics is a hot topic in the research of collaborative innovation of curriculum thinking and politics in universities, which has epoch-making value and social significance.

At present, the direction of domestic research mainly focuses on two aspects: one is the relationship between curriculum thinking and thinking courses; the second is the establishment of the system of collaborative education of curriculum thinking and politics.

2.1.1. Curriculum Civics and Civics Courses.

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"Curriculum Civics" is the inevitable result of the change in educational philosophy and the development of Marxist educational thought in colleges and universities. The theoretical basis for the transformation of "Civic and Political Science Course" to "Curriculum Civic and Political Science" is to realize the coupling of systemic and synergistic curriculum and the unification of rational and instrumental values of the curriculum [2]. However, for a long time, the ideological and political education cur-

riculum in colleges and universities has been in a "silo" dilemma, and the phenomenon of "two skins" between ideological and political education and professional teaching has not been fundamentally changed [3]. It is widely believed that the ideological and political theory course (referred to as "Civic Science Course") is a course that carries the dual dimension of knowledge education and value education, and other courses do not share the responsibility of value education [4]. To correctly grasp the relationship between the two, it is necessary to recognize the essential connection between the two, but also to clarify the differences between them, and give full play to their respective ideological and political education functions and the advantages of nurturing people, to form a synergistic effect and enhance the synergy of nurturing people [5]. To this end, the construction of the "thinking and politics course" as the leading mechanism for the same direction, to strengthen institutional innovation, for the "course thinking and politics" and "thinking and politics course" in the same direction to provide fundamental protection [6].

2.1.2. The establishment of a system of collaborative education in curriculum thinking and politics.

From the current establishment situation, there are still problems such as the lack of synergistic concept, the lack of synergistic subjectivity, the lack of perfect synergistic evaluation, and the lack of a sound synergistic mechanism in the collaborative education mechanism of curriculum thinking and politics [7]. The construction of the synergistic education system of Civics and Curriculum Civics is a complex systemic project, and under systemic thinking, the Civics and Curriculum Civics have closely related systemic connotations. With the principle of hierarchy, wholeness, synergy, and openness of system thinking as the guide, it can help to better build the collaborative education system of Civic Science and Curriculum Civic Science [8]. Colleges and universities need to unify the understanding with "thinking attack", strengthen the strength with "teacher attack", enrich the supply with "teaching material attack", improve the classroom with "teaching method attack", and clarify the direction with "mechanism attack" [9]. By constructing the system of collaborative education between professional teachers and civic and political workers under the leadership of the Party Committee, innovating the institutional system of collaborative education between professional teachers and civic and political workers, and integrating the fields and platforms of collaborative education between professional teachers and civic and political workers, we can realize the multiple synergies, process synergies, and system synergies, and finally realize the goal of collaborative education between professional teachers and civic and political workers [10].

2.2 Status of foreign research

Foreign scholars' research results on the topic of "Curriculum Civics" are relatively few, mainly because foreign universities do not have the concept and idea of "Curriculum Civics", but they have still explored and researched how to integrate moral ethics into curriculum teaching.

In the United States, liberal education can be traced back to more than 300 years ago, when Harvard University was founded to reform the curriculum to cover the knowledge system involved in human development. In 1929, Harvard University established a major and a categorical elective system, which provided students with a broad education and emphasized that the important role of colleges and universities in the cultivation of human resources is "to produce people with a full mind, broad sympathies, and the ability to make independent judgments, rather than flawed specialists.

Liberal education in Japan was mainly developed in the late World War II, and the reform of integrating liberal education and professional education was carried out in Japan through the study of the American liberal education system. This liberal education has had a great influence on the cultivation of human resources in Japanese colleges and universities. It provided the basis for the cultivation of human resources who "can deeply understand and respect the history and culture of their own country, have an international perspective, have a high level of professional knowledge and flexible problem-solving skills, and can think and act with tenacity and pioneer spirit, thinking about their public responsibilities as citizens. Of course, some scholars believe that the core of the reform of liberal arts education in major schools is curriculum reform.

Through the analysis of research results, there are more studies on the dialectical relationship between "curriculum thinking and government" and "collaborative education" in China, and the ideas of setting up curriculum and collaborative education system under the environment of "big thinking and government" are proposed. However, there is a lack of logical connection and synergistic effect between them. In this paper, we aim to identify the problems in the reform of collaborative education in private colleges and universities and try to establish an innovative system of collaborative education.

3 A Study on the Current Situation of Curriculum Civic and Political Co-education Innovation in Private Universities

In recent years, private colleges and universities in the course of Civic and Political Co-parenting innovation reform to the national guiding ideology as the outline of vigorously promote the reform process, are good achievements. Take Guangdong Institute of Science and Technology as an example, the reform has been carried out mainly from the following aspects.

3.1 Promote the "five education" education model and vigorously develop the second classroom education model

In order to help students develop "morally, intellectually, physically, aesthetically and socially", the university will pilot the "Five Education Together" education model from the class of 2019 to strengthen the guidance of students, strengthen the ideological leadership, highlight the shaping of values, and cultivate law-abiding, sound personal-

ity and healthy, well-rounded and innovative talents. We will strengthen the guidance for students, strengthen the ideological guidance, highlight the value shaping, and cultivate law-abiding, healthy and healthy citizens and high quality applied and innovative talents with comprehensive development and high moral character. By recruiting teachers with good ideological and moral qualities throughout the university, we aim to be a friend and life coach for students, and play a leading role in their overall growth and success. In the process of implementation, the "Five Education" evaluation system is built on a semester-by-semester basis to focus on the growth and development of each student. The main contents of the "Five Education" reform are shown in Table 1.

Table 1. "Five Education" reform content

| Five Education | Original course content | Direction of reform |
|----------------------------------|--|---|
| Moral Education Course | <ol style="list-style-type: none"> 1. Foundation of ideological and moral cultivation and law 2. Outline of Modern Chinese History 3. Introduction to the basic principles of Marxism 4. Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics | <ol style="list-style-type: none"> 1. Increase "Youth Learning", "Youth Horse Project" and other moral education practice courses 2. Summary of reflection, book exchange and visits to study, volunteer service, preaching, etc. into the classroom practice hours |
| Intellectual Development Program | <ol style="list-style-type: none"> 1. Career development and employment guidance 2. Foundation of entrepreneurship 3. Situation and Policy | <ol style="list-style-type: none"> 1. Add cross-cultural communication courses, some majors pilot entrepreneurship foundation, and SYB training integration 2. the form of assessment: work display (homework, results, essays), competition results, final results, project activities presented |
| Physical Education Courses | <ol style="list-style-type: none"> 1. College sports 2. Military skills training 3. Mental health education for college students 4. Military national defense (theory) education | <ol style="list-style-type: none"> 1. Explore the teaching of physical education in the form of clubs 2. Promote sunshine sports 3. assessment based on: physical fitness test results, data on the number of sunlight sports, various types of physical activity registration |
| Aesthetic Courses | <ol style="list-style-type: none"> 1. University Language 2. Liberal Arts Courses | <ol style="list-style-type: none"> 1. Teaching contents include literature, art, aesthetics, and other elective content. 2. The teaching methods are mainly classical recitation, musical instrument skills, art and painting, film and television appreciation, modeling performance, etc. |
| Labor Education Courses | <ol style="list-style-type: none"> 1. Public work and quality development 2. Social practice | <ol style="list-style-type: none"> 1. Add "Labor Education", practical training, professional services, and other related courses 2. Take labor dynamics, labor skills, labor volume, and labor results as the assessment and evaluation method. |

3.2 Vigorously improve professional teachers' curriculum thinking skills

To improve the teachers' ability to think about the curriculum, they are required to integrate curriculum thinking into the teaching process and normalize the thinking education of students.

3.2.1. Actively encourage professional teachers to participate in teaching competitions related to curriculum Civics.

In recent years, all kinds of teaching competitions have put special emphasis on teachers' ability, of course, thinking politics. From the National Young Teachers' Teaching Ability Competition and the National University Teachers' Teaching Innovation Competition, both the course teaching process and the submitted paper materials reflect the requirements for course thinking and politics. Based on this, the scoring standard of the school-level competition also raises the requirement of teachers' ability of course thinking and politics and promotes the improvement of teachers' ability of course thinking and politics through the form of competition.

3.2.2. Support teachers' participation in the teaching reform of Curriculum Civics.

Teachers are encouraged to actively participate in the teaching reform of curriculum thinking and politics at the school level, provincial level, and national level. At present, the university has set up the teaching reform projects such as curriculum thinking and politics demonstration course, curriculum thinking and politics teaching team, and curriculum thinking and politics demonstration classroom respectively in the teaching quality project construction to promote teaching by research and improve teachers' ability to promote teaching thinking and politics through teaching reform.

3.3 Matching people with jobs" for practical education

To meet students' personalized development and promote the articulation of their studies and careers, the school has implemented "matching human and career" practical education to achieve the goal of cultivating high-quality applied innovative talents. Through the revision of the talent training program, the school further optimizes the system of cultivating students' practical ability and adopts the "four mentors" system to guide students' development and help them establish a comprehensive and healthy outlook on development. The "Four Tutors" include ideology tutor, professional tutor, career tutor, and enterprise tutor, each tutor has his or her own role to accomplish the task of "Matching Personality and Career" in practical education according to the talent training program and teaching syllabus. The specific tasks of each tutor in the practical education of "human-vocational matching" are shown in Table 2.

Table 2. Details of the work division of the "Four Mentors" system

| Mentors | Main Purpose | Mentoring tasks |
|---------------------|--|--|
| Civic Mentor | <ol style="list-style-type: none"> 1. Improve students' ideological level and political consciousness 2. Guiding students to adapt to the rhythm of the enterprise and integrate into the enterprise culture | <ol style="list-style-type: none"> 1. To carry out ideological and political education, safety education, and heart education 2. Concerned about the growth of students in practical teaching, understanding the learning situation, and relieving the pressure of students in social practice |
| Professional Mentor | <ol style="list-style-type: none"> 1. Improve students' professionalism 2. Cultivate good professional habits | <ol style="list-style-type: none"> 1. Guiding students' professional character and professional knowledge during their practice in enterprises 2. Guiding students to graduate with thesis design and practical teaching |
| Career Mentor | <ol style="list-style-type: none"> 1. Help students establish the correct "three views" 2. Cultivate students to form a healthy personality | <ol style="list-style-type: none"> 1. Assist students to make job hunting resume 2. Guiding students to do career planning |
| Corporate Mentor | <ol style="list-style-type: none"> 1. Help students quickly adapt to the corporate culture 2. Improve students' practical working ability | <ol style="list-style-type: none"> 1. Enterprise on-site vocational professional and job business guidance for students 2. Student site life management and services |

4 Problems of Curriculum Civic and Political Co-education Innovation in Private Universities

Although private colleges and universities actively participate in the national college curriculum thinking and government co-innovation, the following problems still exist in the current college curriculum thinking and government co-innovation from the situation of Guangdong Institute of Science and Technology neighboring private colleges and universities

4.1 Insufficient coordination of curriculum thinking and politics in higher education

4.1.1. The insufficient synergy between professional courses.

Although all schools have put forward goals and requirements for the civic education of professional courses, the courses of the major, each on its own, are not unified in terms of the goals of civic education. The teachers usually set the objectives of the courses' Civic Education according to the characteristics of the courses they teach, resulting in the inability to unify and coordinate the objectives of Civic Education between the whole professional courses and the courses.

4.1.2. The insufficient synergy between professional courses and Civics courses.

At present, the professional courses in each university are taught by professional course groups, while the Civic Science courses are taught by teachers of Civic Science College. Since the teachers belong to different teaching departments, there is a lack of communication and coordination, and there is a lack of overall plan for the Civic Education of students, which leads to the scattered and unclear goals of Civic Education of students, and the Civic Explicit Education and Implicit Education cannot go in the same direction.

4.1.3. An insufficient synergy of the main body of collaborative innovation in Civic Education.

The state has put forward the requirement of "three-wide education", which requires all staff to participate in the education of thinking and politics. Each private university promotes the reform of the education of students in thinking and politics at the levels of school, secondary colleges, and teaching and research departments (grassroots teaching organizations). However, in the process of implementation, the school level designs the general objectives of the ideological education, but the second-level colleges and teaching and research departments are unable to formulate the corresponding secondary and tertiary objectives based on the general objectives and the characteristics of each major and course, which leads to the ineffectiveness of the top-down implementation of the educational objectives from the school.

4.2 The ideological element of the curriculum is not accurate enough

4.2.1. The ideological and political elements of the professional curriculum are not comprehensive enough.

Most of the teachers of professional courses have not had professional education in Civics, and their level of Civics is limited, so they are unable to reflect the depth and breadth of Civics elements in the excavation, which leads to the situation that no Civics elements are integrated into the teaching or the Civics points are not precise enough.

4.2.2. The ideological element is too political.

Through the survey and understanding of students, it is found that some teachers integrate too macro and political elements in classroom teaching, which causes students to feel abrupt and uncomfortable when receiving Civics education. The excessive use of explicit education makes students feel that it is not in line with the content of professional teaching, but affects their interest in learning professional courses.

4.2.3. Civic elements are not integrated with the characteristics of professional courses.

Teachers should combine the content of the professional courses they teach when exploring the elements of Civics. However, in practical teaching, some teachers em-

phazise students' ideology for the sake of "Civics" and ignore the integration with the characteristics of professional courses.

4.3 The mechanism of curriculum thinking and political collaboration and innovation is not perfect

4.3.1. Lack of mechanism to cultivate the thinking and political skills of full-time teachers in universities.

Although all universities are emphasizing teachers' curriculum thinking and political skills, no systematic cultivation mechanism has been formed from the perspective of teacher cultivation. It is mainly reflected in the fact that the teachers in colleges and universities do not conduct a comprehensive assessment of teachers' thinking and political ability before they join, only the teachers are examined whether they have the integration of thinking and political elements in the interview trial session, but more often the teachers' level is examined from their education, title, teaching ability, and scientific research level, so whether the new teachers have high thinking and politics ability cannot be determined. Secondly, the school lacks systematic training for in-service teachers to improve their thinking and political ability, and in-service teachers' ability to improve their thinking and political ability is usually achieved through self-study. Finally, the incentive mechanism of private colleges and universities for teachers' collaborative innovation in thinking and education is not enough, and the achievements of teachers in curriculum thinking and administration have hardly formed any material and spiritual rewards in institutional documents, which have no incentive effect on teachers' ability to improve curriculum thinking and administration.

4.3.2. The inadequate mechanism for collaborative education in higher education curriculum thinking and politics.

At present, the management of colleges and universities is mainly divided into two blocks: "scientific research and teaching" and "student work", while the thinking and political work is simply classified as student work, except for the organization of the party committee and the department of academic work, other departments are less involved in the thinking and political education of students. Apart from the organization of the Party Committee and the Department of Academic Work, other departments are less involved in students' thinking and political education work. The lack of coordination between the party and the government under the leadership of the party committee has led to the failure to implement the collaborative system of thinking and politics in the curriculum, and the lack of a mechanism of nurturing people with the participation of all staff.

At present, the course Civics in private colleges and universities is usually solved by teachers themselves according to their teaching work, the school does not establish a professional course Civics resource base, the teachers' course Civics elements are usually adopted randomly by chance, the teachers' course Civics work cannot be carried out in an orderly way, and there is a lack of platform guarantee mechanism for course Civics teaching resources.

In the process of promoting curriculum thinking and government, which involves curriculum construction, title evaluation, and teachers' personal career development, a series of systems need to be set up in schools for protection. At present, private institutions have not yet formed a perfect system to match, which leads to the reform of the school's Curriculum Thinking and Politics in collaboration with innovation cannot be implemented in practice and lacks an institutional guarantee mechanism.

The effectiveness of curriculum thinking and government co-innovation requires the use of scientific methods to make value judgments based on certain moral goals and evaluation standards, so it is necessary to establish a scientific and effective evaluation mechanism to promote the orderly implementation of the curriculum thinking and government co-innovation. However, the current situation of private colleges and universities is that they lack evaluation standards for curriculum thinking and government collaboration and innovation, or they are simply designed with a single standard of evaluation and lack scientificity.

5 The establishment of an innovative system of collaborative education in higher education curriculum thinking and politics

The innovation system of college curriculum thinking and government co-education is to link the things related to college curriculum thinking and government co-education innovation with each other and constitute the college curriculum thinking and government co-education innovation system, to promote and ensure the continuous and orderly implementation of college curriculum thinking and government co-education innovation.

5.1 Constructing a "three-wide education" collaborative education system

Based on this concept, the construction of a whole curriculum, whole process, and whole staff collaborative college curriculum thinking is the foundation of the university.

5.1.1. Three-dimensional objectives of knowledge, ability, and quality are integrated.

In school education, the curriculum is the basis for carrying out the innovation of the ideological and political co-curriculum in colleges and universities and is the carrier carrying the elements of ideological and political education. Curriculum objectives are the premise and basis of curriculum implementation and are the effects to be achieved or presented by curriculum development. Clarifying the course objectives is the primary link of course design, and the accurate classification of course objectives is of great significance. For the construction of college curriculum thinking and political concordance system, it should establish the concept of college curriculum thinking and

political education goals, set up three-dimensional goals of knowledge transfer, ability cultivation, and literacy, and realize the unification of three-dimensional goals through teaching design and teaching methods.

5.1.2. Collaboration among disciplines, majors, and courses at three levels.

In the professional learning in colleges and universities, each course is not independent, they jointly support the professional construction and realize the professional talents cultivation goal, and each discipline is opened according to the discipline setting and market demand. Therefore, the curriculum Civic and Political Synergy Innovation in colleges and universities should achieve the three-level synergy of disciplines, majors, and courses. Therefore, the curriculum thinking politics synergistic innovation must start from the professional talent cultivation program, construct the three-dimensional goals of knowledge, ability, and literacy, integrate the concept of curriculum thinking politics into the overall planning of the major and guide the development of thinking politics elements of each course of the major. The synergistic relationship of the three-level three-dimensional objectives is shown in Figure 1.

In short, only when theory and practice continue to improve the establishment of the innovative system of collaborative education in curriculum thinking and government can we better enhance the educational effectiveness of collaborative education and better implement the educational task of educating people with moral values.

5.1.3. Integrating the ideological and political education objectives of the three types of classrooms.

At present, three kinds of classrooms for students to receive education are gradually formed: teaching is the first classroom, practice is the second classroom and network is the third classroom, through the mutual support and supplementation of the three major classrooms. Usually, course teaching refers to the first classroom, but the knowledge students learn in the classroom needs to be in concrete practice and application to make the values reflect the requirements of the whole process of educating people. The knowledge taught by teachers in the first classroom should be combined with the curriculum Civic Education objectives realized through the teaching of the first classroom and the practice of the second classroom, and at the same time combined with the hot issues of the third network classroom so that students can respond to the content learned in the first and second classrooms in their preferred way and test the effect of the curriculum Civic Education cultivation. In this way, the educational concept of curriculum thinking politics not only runs through the first classroom but also maps and migrates in the second and third classrooms, truly realizing a comprehensive three-dimensional curriculum thinking politics in the first, second, and third classrooms. The related roles among the three classrooms are shown in Figure 2.

5.2 Constructing a mechanism to cultivate the ability of private university teachers' curricular thinking and political co-education

To carry out the innovative work of the thought and politics of the college curriculum and to fulfil the important mission and fundamental task of establishing moral education, the ideological and political work of teachers must be put in a prominent position. The bottom line of the ideological and political quality of teachers in colleges and universities is "no forbidden zone in academics and discipline in the classroom", and the ideological and political quality of teachers affects the ideological and political quality of students. Teachers should be strict in their ideological and political views, and firmly implement the political quality assessment so that those who have political problems and are not firm in their positions cannot enter the podium of universities.

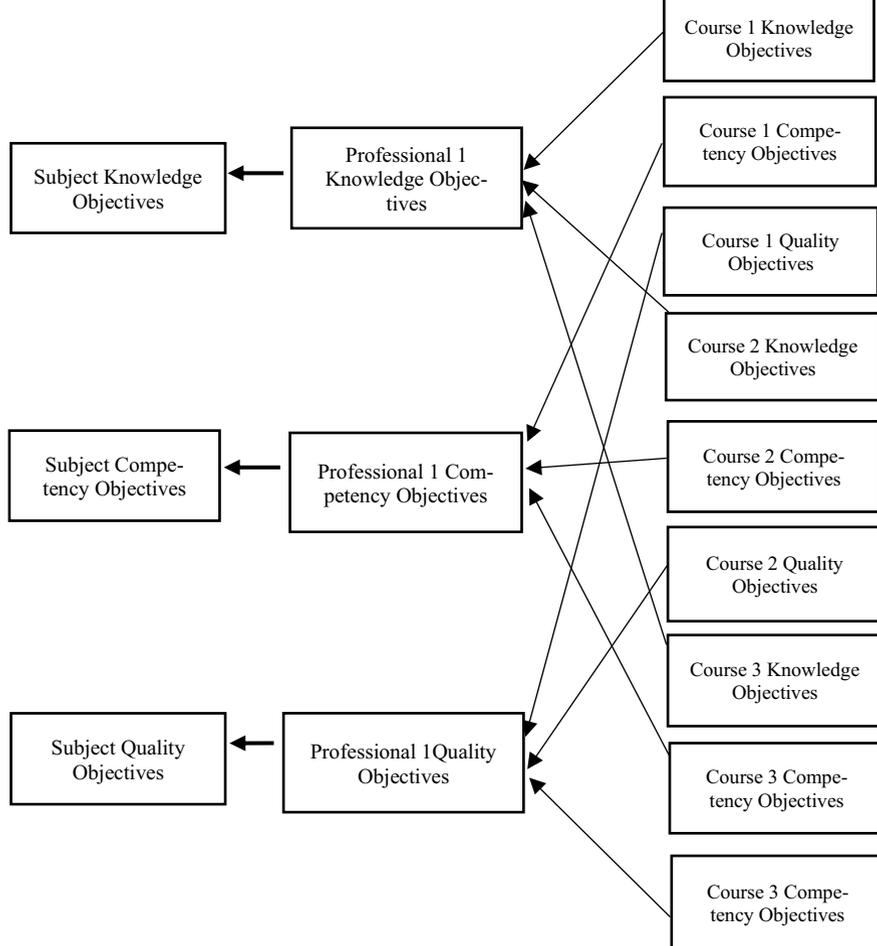


Fig. 1. The synergistic relationship of the three-level three-dimensional objectives

5.3 Constructing a management mechanism for the implementation of innovative teaching and learning in collaboration with curriculum thinking and government in private universities

Teaching activities should establish a complete teaching implementation and management mechanism in terms of teaching objects, teaching objectives, teaching plans, and syllabus.

5.3.1. Enhance the subjectivity and initiative of teaching subjects.

Teaching activities should establish a complete teaching implementation and management mechanism in terms of teaching objects, teaching objectives, teaching plans, and syllabus.

5.3.2. Teaching objectives highlight the goal of establishing moral education.

Teaching objectives are the training directions and goals set by colleges and universities for students according to the national education policy combined with their own goals, orientation, and tasks. Therefore, teaching objectives should not only focus on the objectives of a certain course or a certain class time but should be set up from the top to the bottom and establish the discipline view and professional view. The discipline objectives should focus on the construction and development of the discipline and take into account the interdisciplinary part, while the professional objectives should be based on the discipline requirements and market requirements, based on professional training

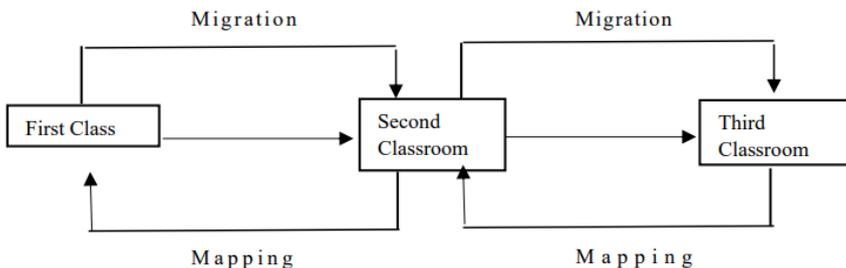


Fig. 2. Three classroom role mechanisms

5.3.3. Teaching objectives highlight the goal of establishing moral education.

The syllabus is a teaching guidance document prepared according to the requirements of the subject content and teaching plan. It should be developed with the scientific nature of the discipline in mind first and foremost. Secondly, it should consider the ideological nature, and what are the values to be conveyed to students? Finally, it should consider the logic, the syllabus should reflect the object of study, and the process of understanding from the phenomenon to the essence. Therefore, the syllabus, in addition to specifying the knowledge and abilities that students must master, should also implement the requirements of curriculum thinking and government, to convey the

spirit of science, humanistic concern, family sentiment, etc., and thus guide the teaching activities of teachers.

5.4 Constructing a mechanism to guarantee the collaboration and innovation of curriculum thinking and politics in private universities

5.4.1. Resource Security Mechanism.

The resources needed for collaborative innovation in curriculum thinking and government in colleges and universities involve human, material, and financial resources. Teachers, students, and administrative staff in colleges and universities have considerable room for exploration as the main participants in curriculum thinking and government. As long as all kinds of personnel can give full play to their enthusiasm, the synergistic innovation can achieve the greatest effect. By setting up a reasonable salary mechanism, we can motivate the teachers and staffs who carry out curriculum thinking and administration to actively participate in the work of curriculum thinking and administration. By commending and publicizing outstanding individuals, individuals who actively participate in collaborative innovation in curriculum governance will be rewarded in spirit. Physical resources mainly include related technical equipment and other infrastructures. Private colleges and universities should increase the investment in infrastructure to provide material conditions for students' learning and participation in the first, second and third classes. In terms of financial resources, colleges and universities should strengthen their financial investment in the collaborative innovation of curriculum thinking and government. Establish and improve the system of related project management and selection, meanwhile, the input of capital parties such as enterprises and communities can be introduced to build up a new situation that which society and industry jointly participate in the collaborative innovation of curriculum governance.

5.4.2. Institutional safeguards.

An institutional guarantee is the guarantee for the effective operation of the collaborative innovation of college curriculum governance. The party committee of private colleges and universities has the main responsibility for the collaborative innovation of college curriculum governance, and it will issue relevant documents and regulations. The next-level functional departments and second-level colleges need to interpret and refine the system, formulate operable regulations, and continuously improve the system of collaborative innovation of college curriculum thinking and governance in practical operation.

6 Conclusions

In conclusion, curriculum Civic and Political Co-education require universities to establish a comprehensive innovation system so as to guarantee the smooth cultivation of talents. This research has been conducted only from the establishment of the inno-

vation system of curriculum Civic and Political Synergy, however, the innovation system also needs to establish a reliable evaluation index system for evaluation, which the authors will study in the next stage.

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