Research on Innovation Path and Practice Effectiveness Assessment of Ideological and Political Education Courses in Universities Driven by Industry-Academic Integration

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Keywords: Industry-Academic Integration; Ideological and Political Education; Innovation Path; Assessment of Practical Results; Index System

Abstract: Under the background that tertiary education meets the needs of social and economic development, this article focuses on the important topic that the industry-academic integration drives the innovation of ideological and political education (IPE) courses in universities. Through theoretical research and path exploration, this article deeply analyzes the internal relationship and mechanism between the industry-academic integration and IPE courses, explores innovative paths from the dimensions of curriculum objectives, teaching contents, teaching methods and teachers, and constructs an assessment index system of practical effectiveness. It is found that the industry-academic integration provides a new opportunity for the innovation of IPE courses. The optimized course objectives can closely meet the needs of the industry, the teaching content and methods are more practical, and the teaching staff is strengthened. The assessment index system constructed in this article covers the achievement of curriculum objectives, the effectiveness of teaching content and methods, the improvement of students' quality and social feedback, etc., which is scientific and comprehensive. This provides a useful reference for the reform of IPE courses, and helps to cultivate comprehensive talents who meet the needs of industrial development and have good ideological literacy.

1. Introduction

With the continuous development of tertiary education, the industry-academic integration has become a key force to promote the reform of tertiary education [1]. With the rapid change of social economy, the demand for talents in the industry is increasingly diversified, which requires college graduates to have solid professional knowledge and skills, and more expect them to have good ideological literacy [2]. Under this background, the topic that the industry-academic integration drives the innovation of IPE courses has attracted extensive attention from academic and educational circles.

The industry-academic integration emphasizes the deep connection between education and industry, aiming at breaking the barriers between universities and enterprises and realizing resource sharing and complementary advantages [3]. As the main channel for shaping students' correct world outlook, outlook on life and values, IPE courses shoulder an important mission in the process of cultivating all-round high-quality talents [4]. The traditional IPE courses are sometimes difficult to closely meet the actual needs of the industry, which leads to the students' interest and participation in IPE courses to be improved [5]. Therefore, it is an inevitable choice to improve the effectiveness of IPE by promoting the innovation of IPE courses with the help of the industry-academic integration, and it is an important measure to meet the needs of industrial development and cultivate talents that meet the requirements of the times.

It is of great significance to study the innovation path and practical effect assessment of IPE courses driven by the industry-academic integration [6]. It can enrich and expand the theoretical system of IPE in universities, and provide a new perspective for subsequent related research. It also helps universities to grasp the industrial demand more accurately, optimize the curriculum of IPE,

  DOI: 10.25236/icfmhss.2025.040

improve the quality of IPE, and deliver outstanding talents with excellent ideological and political quality to the industry [7].

Although there have been some research results on the industry-academic integration and IPE in universities, most of them focus on the simple combination of the two, and the research on how to systematically drive the innovation of IPE courses through the industry-academic integration and how to scientifically evaluate the effectiveness of innovation practice is still insufficient. This study attempts to deeply analyze the internal mechanism that the industry-academic integration drives the innovation of IPE courses, explore practical innovation paths, and build a scientific and reasonable assessment system of practical results.

2. Exploration on the path of IPE course innovation driven by the industry-academic integration in universities

2.1 The industry-academic integration drives the innovation of IPE courses

There is a close and internal relationship between the industry-academic integration and the IPE courses. The industry-academic integration is oriented to industrial demand, and the IPE course in universities aims at cultivating all-round talents. The core task of talent training is reached between them [8]. The innovative spirit and professional ethics required by industrial development are the important components of the educational objectives of IPE courses.

The industry-academic integration plays a unique role in the innovation of IPE courses. The rich practical resources in the industry inject new vitality into the teaching content of the IPE course, so that the IPE course is no longer limited to the teaching of theoretical knowledge, but can be closely combined with practical industrial cases to enhance the vividness and persuasiveness of the course. The industry-academic integration promotes the deep cooperation between universities and enterprises, and enterprise experts enter the campus, which brings industry frontier dynamics and real workplace experience and provides an opportunity for the innovation of teaching methods of IPE courses.

From the perspective of pedagogy theory, the industry-academic integration conforms to the concept of combining education with productive labor, and enables students to deepen their understanding and application of ideological and political theory in the process of participating in industrial practice. Sociological theory emphasizes the interaction between individuals and society, and the industry-academic integration builds a bridge for students to communicate with industrial society, so that students can better understand their roles and responsibilities in society and help IPE courses achieve educational goals. These theories together constitute a solid foundation for the industry-academic integration to drive the innovation of IPE courses, and provide a strong support for further exploring the innovation path.

2.2 Path exploration

Under the background of the industry-academic integration, the innovation of IPE courses needs to start from many aspects, aiming at cultivating comprehensive talents with solid professional quality and good ideological and political morality. The goal of traditional IPE courses focuses on the teaching of theoretical knowledge, which is not closely integrated with the actual needs of the industry. Driven by the industry-academic integration, curriculum objectives should be optimized. Universities need to deeply investigate the industrial development trend and enterprise employment standards in order to clarify the targeted objectives of IPE courses. In the emerging technology industry, enterprises pay attention to employees' innovative spirit, teamwork ability and compliance with industry ethics. Accordingly, the goal of IPE course can be set to cultivate students' awareness of innovation and entrepreneurship, teamwork quality and scientific and technological ethics. Figure 1 shows the influence of different industries on the objectives of IPE courses and the corresponding adjustment direction.

The teaching content should be updated closely around the actual industry. Universities can jointly develop the teaching case base of IPE courses with enterprises, and integrate the real events

and projects of enterprises into the teaching content. For example, introduce the cases of corporate social responsibility performance in response to market competition, and let students analyze the values and moral standards contained in them. At the same time, combined with the hot spots of industrial development, special discussions are carried out in the IPE course to guide students to use Marxist theory for analysis. According to different majors, the teaching content should reflect the professional characteristics. For engineering majors, related contents of engineering ethics can be added; For business majors, focus on cultivating business ethics and economic ethics.

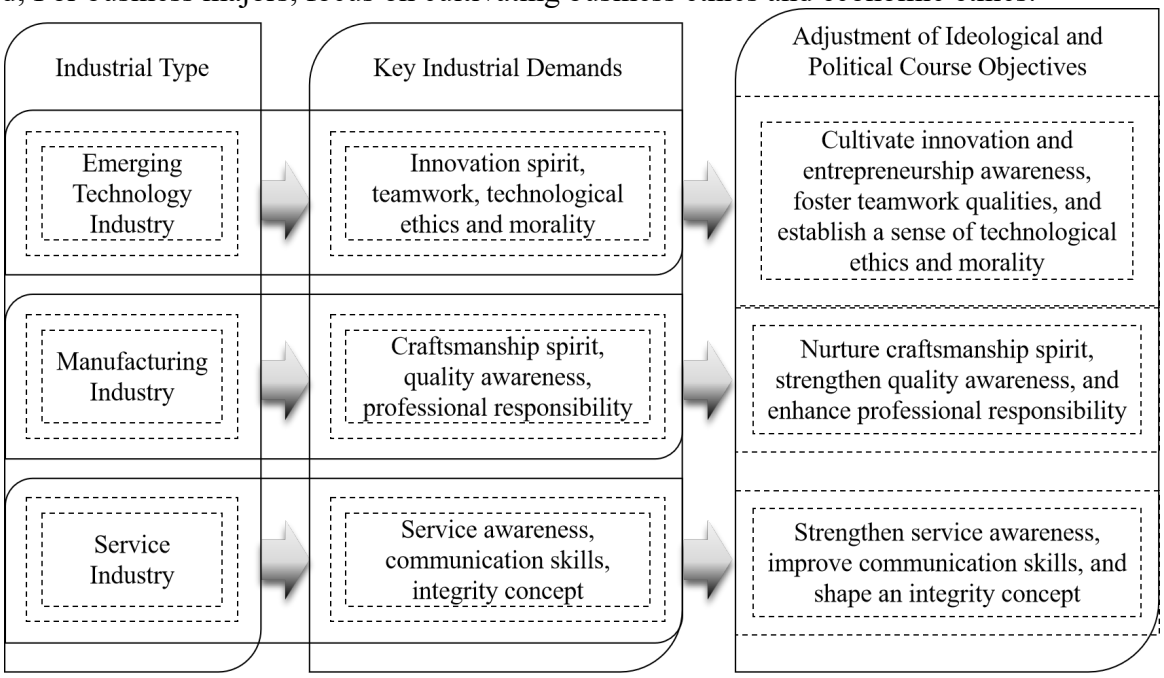

Figure 1 Adjustment of Ideological and Political Course Objectives under Different Industrial Demands

The industry-academic integration provides a broad space for the innovation of teaching methods. Universities can adopt the scene simulation teaching method (Figure 2) to simulate the real working scene of enterprises, so that students can practice the ideological and political concept in the simulation project. Universities can also carry out practical teaching, organize students to go deep into enterprise practice, and enterprise tutors combine practical work to carry out IPE for students. The online and offline mixed teaching method is also worth popularizing. The online platform is used to publish industrial trends, ideological and political learning materials, and offline case analysis, group discussion and other activities are carried out to improve students' enthusiasm and initiative in learning.

Figure 2 Scenario simulation teaching method

On the one hand, universities should strengthen the training of existing ideological and political

teachers, and organize teachers to work in enterprises on a regular basis, so that they can have a deep understanding of the actual industry. On the other hand, enterprise experts are invited to serve as part-time ideological and political teachers and participate in course teaching. For example, invite enterprise human resources managers to explain corporate culture and corporate values to students, and share the ideological and political enlightenment from successful and failed cases in the workplace. Through the organic combination of full-time and part-time teachers, we will build a team of teachers who know both ideological and political theory and industrial practice, and provide a strong guarantee for the innovation of IPE courses.

3. Construction of assessment index system of practical effect

The practical effect of the industry-academic integration driving the innovation of IPE courses needs to be measured by a scientific and reasonable assessment index system. This system can not only comprehensively and objectively reflect the effect of innovative practice, but also provide a strong basis for further improving the curriculum. The assessment index system covers four key dimensions: the achievement of curriculum objectives, the effectiveness of teaching contents and methods, the improvement of students' literacy and social feedback.

The achievement degree of curriculum objectives is the primary index to measure the effectiveness of innovative practice of IPE courses. It aims to examine whether the goals set by the IPE course can be effectively realized under the background of the industry-academic integration. Through the assessment of students' knowledge mastery, ability improvement and value shaping, the achievement of curriculum objectives can be judged. According to the adjustment of the objectives of IPE courses under the needs of different industries mentioned above, the objectives of cultivating innovative and entrepreneurial awareness set for emerging science and technology industries can be evaluated through the enthusiasm of students to participate in innovative and entrepreneurial activities and the number of innovative ideas put forward. Refer to Table 1 for details:

Table 1: Subdivision of Assessment Indicators for the Achievement Degree of Course Objectives

Primary Indicator	Secondary Indicator	Observation Point
Achievement Degree of Course Objectives	Achievement of Knowledge Objectives	The degree of students' understanding of the application of ideological and political theoretical knowledge in industrial scenarios
	Achievement of Ability Objectives	The level of students' abilities, such as teamwork and innovative practice, demonstrated in simulated industrial projects
	Achievement of Value Objectives	Students' attitudes and behavioral preference tendencies when facing industrial-related ethical and moral issues

The effectiveness of teaching contents and methods focuses on evaluating the actual effect of teaching contents and methods in the process of integration and innovation of production and education. In terms of teaching content, it is evaluated whether it is closely integrated with the actual industry and whether it is targeted and timely. On the teaching method, we should pay attention to whether it is diversified and meets the needs of the industry-academic integration. For example, whether the scene simulation teaching method can effectively improve students' participation and practical ability, and whether the online and offline mixed teaching method can promote students' autonomous learning. Specific assessment indicators are shown in Table 2.

The core goal of IPE course innovation driven by the industry-academic integration is to improve students' literacy. This dimension is evaluated from three aspects: ideological literacy, professional literacy and comprehensive literacy. In terms of ideological literacy, students' understanding of national policies and guidelines and their practice of socialist core values are investigated. In terms of professional quality, we should pay attention to students' professional ethics and sense of professional responsibility in industrial practice. Comprehensive literacy covers

students' communication ability and problem solving ability. Social feedback is an external test of the effectiveness of innovative practice of IPE courses. It mainly includes enterprises' assessment of students, parents' feedback on students' growth and social recognition of the achievements of IPE in universities. As an important participant in the industry-academic integration, the assessment of students' ideological and political quality and professional ability can directly reflect whether the innovation of IPE courses meets the needs of the industry. Parents' feedback on students' positive changes in values and behavior habits is also an important basis for evaluating the effectiveness of practice. Social recognition of the achievements of IPE in universities can be reflected by the reputation of universities in society and relevant media reports. The assessment index system constructed by the above four dimensions can comprehensively and systematically evaluate the practical effect of the industry-academic integration to drive the innovation of IPE courses, and provide scientific guidance for the continuous optimization of IPE courses.

Table 2: Assessment Indicators for the Effectiveness of Teaching Content and Methods

Primary Indicator	Secondary Indicator	Observation Point
Effectiveness of Teaching Content and Methods	Relevance of Teaching Content	The proportion of real-world industrial cases in the teaching content and the frequency of case updates
	Pertinence of Teaching Content	The rationality of designing distinctive teaching content for students from different majors
	Diversity of Teaching Methods	The types and frequency of using teaching methods such as scenario simulation, practical teaching, and online-offline blended learning
	Effectiveness of Teaching Methods	Students' acceptance level of different teaching methods and feedback on learning outcomes

4. Conclusions

In this article, the innovation path and practical effect assessment of IPE courses driven by the industry-academic integration in universities are deeply studied. As an important direction of tertiary education reform, the industry-academic integration plays an important role in promoting the innovation of IPE courses. In terms of innovation path, from the perspective of curriculum objectives, the IPE is more targeted and lays an ideological foundation for students' future career development by closely combining the industrial demand and optimizing the objectives. In the teaching content, the practical cases and hot issues in the industry are integrated, and the professional characteristics are highlighted, which enhances the practicality and attraction of the IPE course. Innovations in teaching methods, such as scenario simulation, practical teaching and online and offline mixed teaching, have improved students' participation and learning effect. The construction of teaching staff has created a teaching force with both theory and practice through teachers' attachment training and part-time teaching by enterprise experts. The construction of practice effectiveness assessment index system provides an effective tool for scientifically measuring innovation achievements. The indicators of curriculum goal achievement, the effectiveness of teaching content and methods, the improvement of students' literacy and social feedback all reflect the actual effect of ideological and political curriculum innovation. Through this system, universities can accurately grasp the direction of curriculum reform and adjust teaching strategies in time.

It is of great theoretical and practical value that the industry-academic integration drives the innovation of IPE courses. In the future, universities should further deepen the industry-academic integration, continuously optimize the innovation path of IPE courses, and constantly improve the assessment system of practical results to meet the needs of rapid industrial development and contribute to the cultivation of high-quality talents with both ability and political integrity.

Acknowledgements

The Education Science Research Project of Liaoning Private Education Association in 2025, titled "Research on the Value and Implementation Path of Applied Undergraduate Talent Cultivation under the Integration of Industry and Education"(Project No. LMJX2025171)

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