

# *Research on the Process Optimization of Collaborative Education of "Macro Ideological and Political Theory Course"*

Zhe Wang\*

*School of Marxism, Central University of Finance and Economics, Beijing, China*

*\*Corresponding author*

**Keywords:** Macro Ideological and Political Theory Course, Collaborative education, Process Reengineering

**Abstract:** The construction of "Macro Ideological and Political Theory Course" is an overall, long-term and basic systematic project, which requires close cooperation in many aspects. Establishing the collaborative education concept of "Macro Ideological and Political Theory Course", coordinating the education subject, field and resources, optimizing the education process, promoting "multi-dimensional coordination", and condensing "joint force of education" are the practical requirements for colleges and universities to run "Macro Ideological and Political Theory Course" well. This paper introduces the Process Reengineering Theory, and on the basis of systematically combing the collaborative education process and its key links of "Macro Ideological and Political Theory Course" in Colleges and universities, puts forward the implementation path of process reengineering of "Macro Ideological and Political Theory Course" collaborative education, in order to provide a useful reference for promoting the construction of Macro Ideological and Political Theory Course" in Colleges and universities.

## **1. Introduction**

Ideological and political courses are the key courses to implement the fundamental task of Building Morality and cultivating people. As was said that we should make good use of "Macro Ideological and Political Theory Course", the proposal of this important proposition points out the direction for us to deepen the reform of Ideological and political courses, promote integrity and innovation, and make good use of it. Colleges and universities should coordinate the educational subjects, fields and resources of the "Macro Ideological and Political Theory Course", optimize the educational process, promote "multi-dimensional coordination", and condense the "joint force of education", which is the internal requirement of carrying out the "Macro Ideological and Political Theory Course" in the new era.

## **2. The Connotation of Collaborative Education of "Macro Ideological and Political Theory Courses"**

The "Macro Ideological and Political Theory Course" is centered on the fundamental task of

Building Morality and cultivating people, combining scientific theory with social practice, the responsibility, mission and requirements of the times with the reality of students, the small ideological and political class with the large social class, and the overall situation of domestic and international. It aims to achieve the connection between theory and practice, between history and reality, and between China and the world. The construction of "Macro Ideological and Political Theory Course" is an overall, long-term and basic systematic project, which requires close cooperation in many aspects to truly realize the collaborative linkage and integration of "Macro Ideological and Political Theory Course". As an important subject and organizational entity to carry out the "Macro Ideological and Political Theory Course", colleges and universities shoulder the important task of fully mobilizing all subjects, fields, elements and links to jointly educate people, and vigorously promoting the construction and high-quality development of the "Macro Ideological and Political Theory Course"<sup>[1]</sup>.

### **3. Problems in the Current Collaborative Education Process of "Macro Ideological and Political Theory Course"**

#### **3.1 Lack of Education Subjects' Responsibility Sorting and Design**

"Macro Ideological and Political Theory Course" is a big social course participated by all sectors of society, and it is also a systematic project that runs through the whole process of youth growth. It requires multiple subjects to clarify the division of labor, clarify responsibilities, closely coordinate and orderly connect, unite the joint efforts of the government, schools, society and families, and realize the collaborative linkage and integration of Macro Ideological and Political Theory Course" in terms of system and mechanism. However, in the process of actually carrying out the "Macro Ideological and Political Theory Course " in Colleges and universities, there is a lack of organic connection and coordination between the fields of home, school and community, between the posts of teaching management and service, and the unclear division of responsibilities between Ideological and political course teachers and other different educational subjects, which is prone to multiple educational subjects' joint management, self-governance. The situation of repetition and intersection leads to "overlap" in the process of collaborative education; or there are educational omissions, resulting in "breakpoints" in the process, which not only makes students feel overburdened and bored, but also is not conducive to the realization of educational goals.

#### **3.2 Lack of Effective Coordination and Cooperation in Education Field**

The educational field of the "Macro Ideological and Political Theory Course" requires that the traditional offline classroom be shifted to the whole field of classroom, family, campus, society, etc., so as to achieve the effect of online and offline collaboration, home school community collaboration, and whole field education. However, in the actual process of collaborative education of "Macro Ideological and Political Theory Courses", there is a lack of effective coordination and cooperation in various fields of education. On the one hand, the education field is still dominated by offline ideological and political classes, supplemented by online education platforms. Although there are many online education platforms, the resources are relatively scattered, and the content is lack of system design, which cannot form an organic embedding and echo with offline classroom teaching. Online and offline education fields lack integrated design and overall planning, and cannot be effectively linked. On the other hand, although colleges and universities have established cooperative relationships with some social education places and listed them as social practice bases or ideological and political course on-site teaching bases of colleges and universities, due to the differences between these places and schools in organizational attributes, social functions,

management methods, operation arrangements, etc., there are certain difficulties in coordination <sup>[2]</sup>. Social education places are restricted by the division of functions, funds, benefits and other factors, as well as their own understanding of the "Macro Ideological and Political Theory Course" is not in place, and the degree of participation in the construction of the "Macro Ideological and Political Theory Course" is not ideal. There are some problems in the collaborative process of college and social education field, such as the imperfect Department of education, the imperfect collaborative mechanism, and the lack of in-depth social practice.

### **3.3 Lack of Deep Excavation and Integration of Educational Resources**

The "Macro Ideological and Political Theory Course" requires the education subject to combine the teaching theme and teaching needs, fully excavate and effectively integrate all education resources inside and outside the school, and properly embed them into the education process, so as to respond to the concerns of students without causing waste and redundancy of resources, and realize the organic combination, effective embedding and collaborative effect of education resources. At present, the educational resources of "Macro Ideological and Political Theory Course" are relatively isolated and scattered, lack of in-depth excavation and systematic integration and transformation<sup>[3]</sup>, and the function of collaborative education is limited. Specifically:

First, colleges and universities have insufficient mining of educational resources on campus, especially the collaborative mining of curriculum ideological and political elements, which leads to the phenomenon that the hidden educational resources in professional courses mined by curriculum ideological and political education are not systematic, deep and accurate. This not only affects the teaching effect of professional courses, but also affects the collaborative education effect of "Macro Ideological and Political Theory Course".

Second, colleges and universities do not integrate the education resources outside the school enough, lack the coordination and cooperation mechanism with institutions such as the history museum and the former residence of historical figures, and do not grasp the rich historical resources in these places, so they cannot embed these valuable resources, especially the resources not mentioned in the textbooks, into the teaching of Ideological and political courses.

Third, there is a lack of sharing mechanism and platform for educational resources inside and outside the school. At present, the educational resources of the "Macro Ideological and Political Theory Course" are mostly mined and integrated by various educational subjects, and there is a lack of sharing mechanism of educational resources. There is not only the situation of repeated capital mining, resulting in the redundancy of processes, but also the inability of educational resources to form a joint force and give full play to the effect of collaborative education.

## **4. Process Reengineering Strategy of Collaborative Education of "Macro Ideological and Political Theory Course"**

### **4.1 The Main Principles of Process Reengineering of Collaborative Education of "Macro Ideological and Political Theory Courses"**

The theory of process reengineering was originally a management theory in enterprise management<sup>[4]</sup>, which aims to improve the operation efficiency and reduce the operation cost of enterprises by re studying and thoroughly transforming the business process of enterprises<sup>[5]</sup>. Its core principles include: taking business process as the guide, reconstruct the operation mechanism and organizational structure of the enterprise, and minimize the overlapping of work functions and cumbersome cross departmental communication; Based on the needs of customers, redesign the new process or modify the original process to shorten the transmission channel and time of

information; Take information technology as an effective tool to break through the limitation of time and space, promote the rapid transmission of information flow within the organization, and promote the speed and efficiency of process reengineering<sup>[6]</sup>.

The education subject, field, content and resources of "Macro Ideological and Political Theory Course" are included in the collaborative education process. Therefore, based on the requirements of "Macro Ideological and Political Theory Course" collaborative education and the problems existing in the current collaborative education, we should learn from the "process reengineering theory", re optimize the collaborative education process and cooperation mechanism, and create a multi-dimensional collaborative education process to promote the creative and innovative development of the "Macro Ideological and Political Theory Course" in Colleges and universities. It is the internal requirement of the construction of the "Macro Ideological and Political Theory Course" in the new era.

## **4.2 The Key to the Process Reengineering of Collaborative Education of "Macro Ideological and Political Theory Courses"**

### **4.2.1 Strengthen Top-Level Design and Establish Collaboration Mechanism**

First of all, colleges and universities should ensure that the policies and measures for building "Macro Ideological and Political Theory Courses" are in place and effective. At the same time, we should establish and improve the system and mechanism of running the "Macro Ideological and Political Theory Course", carefully sort out the responsibilities of the education organization in the collaborative education of the "Macro Ideological and Political Theory Course" and the role orientation of the education subject, and systematically sort out the collaborative education process between the multiple education subjects; We should fully mobilize the enthusiasm of the main body of education, and follow up, manage, assess and feed back the process and effect of collaborative education, so as to timely find and optimize the problems existing in the collaborative education process of "Ideological and Political Courses" in Colleges and universities.

### **4.2.2 Respect Cognitive Rules and Respond to Students' Concerns**

The theory of process reengineering advocates "taking customer needs as the starting point", and students are "customers" in the relationship of education. Therefore, the process reengineering of collaborative education of "Macro Ideological and Political Theory Courses" should respect students' cognitive laws and respond to students' needs as the starting point and end result. On the one hand, in the content design of the collaborative education process of "Macro Ideological and Political Theory Course", we should fully understand and respect the cognitive laws, learning patterns and psychological demands of students of different ages. On the other hand, students are regarded as the main body of self-education, autonomous learning and value construction, and students are encouraged to give advice and suggestions on the design of the collaborative education process reengineering of the "Macro Ideological and Political Theory Course" and feedback on the shortcomings of the education process, so as to build a two-way interactive "Macro Ideological and Political Theory Course" collaborative education process between educators and educatees.

### **4.2.3 Break the Information Island and Realize Information Sharing**

One of the core ideas of process reengineering is to "take information technology as an effective tool to break through the limitation of time and space, promote the rapid transmission of internal information flow, and promote the speed and efficiency of process reengineering". The characteristics of multiple education subjects, fields and resources in the collaborative education

process of "Macro Ideological and Political Theory Course" determine that the collaborative education process reengineering of "Macro Ideological and Political Theory Course" must build a network information platform as an effective tool and technical support for process reengineering, so as to promote the deep integration of Ideological and political education and information technology, close interaction between online education subjects and students, and real-time sharing of education platforms and education resources. Make full use of big data and cloud computing to improve online and offline collaborative education to a new level of accuracy, real-time, speed and efficiency, break the information island of the 'Ideological and political classroom' and realize the information collaboration among education subjects, fields and resources.

## **5. The Path of Process Reengineering of Collaborative Education of "Macro Ideological and Political Theory Courses"**

### **5.1 Build a Strong Team and Promote the Education Subject Coordination**

First of all, we should play the key role of full-time teachers of Ideological and political courses. The "Macro Ideological and Political Theory Course" involves many aspects, such as the situation of the world, national conditions and the people<sup>[7]</sup>. Ideological and political teachers who want to teach "Macro Ideological and Political Theory Courses" well not only need to have a deep theoretical foundation and knowledge accumulation, but also need to keep up with the times, constantly update the knowledge system, have the ability to skillfully transform social ideological and political materials into teaching materials, and have the ability to closely combine deep-seated theory with social practice. Therefore, colleges and universities should improve the teacher training mechanism and give policy support to the introduction of talents and the evaluation and employment of professional titles of Ideological and political teachers; Increase teaching seminars, collective lesson preparation and other activities to promote the improvement of teaching methods and the improvement of comprehensive quality.

Secondly, we should strengthen the construction of the tutor team of off campus education<sup>[8]</sup>. Social education subjects such as labor models, models of the times, moral models, excellent volunteers, youth models, and leaders from all walks of life should be absorbed into the "off campus education mentor team"<sup>[9]</sup>. Use their vivid cases and true feelings to guide students to deeply understand the current situation of social development in the country, respond to students' concerns about social hot issues in a timely manner, and enhance the pertinence, timeliness, appeal and persuasion of the "Macro Ideological and Political Theory Course".

### **5.2 Open up the Field and Promote the Education Field Coordination**

Facing the current situation of crisscross educational fields of "Macro Ideological and Political Theory Courses" and lack of overall design of field collaboration process, colleges and universities should make overall planning, establish a multi field collaboration mechanism, build a cooperation platform, open up the educational field, optimize the educational process, and promote the realization of the cohesion effect.

First of all, we should promote the integration and linkage of offline classroom and cloud classroom. With the rapid development of network information technology, the information obtained by college students through their own search through various channels even exceeds the information held by educators. Colleges and universities need to use information technology to build a collaborative education mechanism of Ideological and political education offline classroom and cloud classroom integration and linkage, so as to expand the new field. Further expand the coverage and influence of the "Macro Ideological and Political Theory Course" through online

courses such as "MOOC", and timely transmit social ideological and political materials to students through new media such as WeChat official account; Through online interaction, improve the timely capture of students' ideological trends and concerns, and enhance ideological guidance.

Secondly, we should promote the same frequency resonance between the campus platform and the off-campus platform. In order to build a "Macro Ideological and Political Theory Course" in colleges and universities, we need to coordinate the two educational fields inside and outside the school, give students theoretical lectures through the classroom inside the school, improve students' ability to integrate theory with practice through the social classroom, and finally complete the closed loop of students' cognitive process. Based on this, colleges and universities should establish a coordinated mechanism with various educational platforms in society in a planned way, build a social practice platform that is effectively connected and accurately embedded with the ideological and political classroom in Colleges and universities<sup>[10]</sup>, and organically integrate the theme of Ideological and political education, the law of students' ideological cognition, and the "three-dimensional integration" of educational elements in the social educational platform.

### **5.3 Build Platforms to Realize the Educational Resources Coordination**

In the face of the lack of in-depth excavation, integration and transformation of educational resources, colleges and universities must clarify the resource collaboration process with the internal and external educational subjects of the school, and build a collective discussion and resource sharing platform, so as to fully excavate, effectively integrate and accurately apply the rich educational resources to ideological and political teaching, and promote the effective collaboration of educational resources.

On the one hand, we should build a collective discussion platform to promote the in-depth excavation of educational resources. In view of the insufficient excavation of educational resources of "Macro Ideological and Political Theory Course" in the school, colleges and universities should build a collective discussion platform for ideological and political course teachers and professional course teachers to enhance the professional course teachers' ability to deeply excavate and transform the educational resources of "Macro Ideological and Political Theory Course" in the professional course system through experience exchange, collective lesson preparation, resource sharing, team construction and other ways. In view of the insufficient excavation of off campus resources, colleges and universities should establish a collective discussion mechanism with off campus practice bases, assist the off-campus education subjects to excavate and sort out the education resources, further excavate and activate the educational connotation of education resources, and conduct a collective discussion on how to better embed education resources into teaching.

On the other hand, an information sharing platform should be built to promote the integration and sharing of educational. Colleges and universities should incorporate the construction of educational resources of "Macro Ideological and Political Theory Courses" into the collaborative educational process, actively cooperate with educational subjects inside and outside the school, rely on modern network information technology, build an information sharing platform, gather educational resources mastered by multiple educational subjects, and strengthen the development and integration of educational resources such as key and difficult problems database, teaching case database, and teaching material database of Ideological and political courses, So as to provide strong resource support for the collaborative education of "Macro Ideological and Political Theory Course".

## 6. Conclusions

Only by coordinating the education subject, opening up the education field, mobilizing multiple elements, integrating education resources, and reengineering the process of education, can colleges and universities condense the collaborative education force of "Macro Ideological and Political Theory Courses", better implement the fundamental task of Building Morality and cultivating people, and achieve the great goal of "making good use of Macro Ideological and Political Theory Courses".

## References

- [1] Zhang Shihai. (2021) *Thoughts on the Construction of "Big Ideological and Political Theory Course"*. *Studies on Marxist Theory*, 7, 105-112.
- [2] Shi Shuchen, Han Xiao. (2022). *Construction of coordination mechanism of "Macro Ideological and Political Theory Courses": Problems and strategies*. *Ideological & Theoretical Education*, 6, 71-76.
- [3] Lan Botoa, Qin Yangyang. (2022). *Collaborative Education in Broad Ideological and Political Courses: Values, Problems, and Solutions*. *Teaching and Research*, 2, 92-100.
- [4] Hammer, M., Champy, J. (1993). *Reengineering the corporation: a manifesto for business revolution*, 36(5), 0-91.
- [5] Fasna, M. F. F., Gunatilake, S. (2019). *A process for successfully implementing BPR projects*. *International Journal of Productivity and Performance Management*, 68 (1):1102-1119.
- [6] Wang Zhe, Liu Jiahuan. (2021). *The realization path of teaching management process reengineering in the Chinese universities*. *Teacher Education and Curriculum Studies*. 6(1): 12-17.
- [7] Zhao Chunling, Pang Jinju. (2021). *"Big Ideological and Political Course": the Important Direction and Focus of the Reform and Innovation of Ideological and Political Courses in the New Era*, *Leading Journal of Ideological & Theoretical Education*, 8, 97-102.
- [8] Lundquist, R. (1998). *Quality improvements of teaching and learning in higher education: a comparison with developments in industrial settings*. *Teaching in Higher Education*, 3 (1): 51-62.
- [9] Ye Fangxing. (2021). *Overall Ideological and Political Theory Courses: Social Extension of Ideological and Political Theory Courses*, *Ideological & Theoretical Education*, 10, 66-71.
- [10] Liuyang Xu. (2021). *Some Thoughts on the Practical Teaching of Ideological and Political Theory Course in Colleges and Universities*. *International Journal of Social Science and Education Research*, 4(11), 428-432.