

Research on the Effectiveness of Collaborative Education between Ideological and Political Teachers and Counselors in Colleges and Universities

Lanju Li

Hainan Vocational University of Science and Technology, Haikou, Hainan 571126

Abstract: As the main force in ideological and political education, college teachers of ideological and political courses and counselors play a crucial role in collaborative education, which is the core path to implementing the fundamental task of "moral cultivation and talent nurturing." Currently, differences in functional division, institutional barriers, and practical disconnection between both parties collectively constrain the effective formation of educational synergy. This paper, based on the perspective of collaboration theory, systematically deconstructs the internal logic and real-world obstacles of their collaborative education efforts. It proposes optimization paths from four dimensions: conceptual reconstruction, institutional innovation, practical integration, and capability enhancement, providing theoretical support and practical models for building a deeply integrated model under the framework of "comprehensive ideological and political education."

Keywords: Ideological and political course teachers; Counselors; Collaborative education; Mechanism innovation; Ideological and political education

In the context of the new era, facing a complex and ever-changing social environment and the diverse needs of young students, how to achieve deep integration and efficient collaboration between ideological and political education teachers and counselors in universities has become crucial for improving the quality of ideological and political education. This study aims to thoroughly analyze the existing problems and challenges in the current process of collaborative education, explore a practical solution, and contribute to promoting the all-round development of young students and nurturing new-era individuals capable of shouldering the great task of national rejuvenation.

1. The theoretical logic and practical obstruction of collaborative education

1.1 The value orientation of collaborative education

1.1.1 The inevitable requirement of the "three-all" education system

The theoretical exposition by ideological and political education teachers and the practical guidance by counselors form a complementary educational ecosystem. The former elucidates the core tenets of ideology through systematic course design, in depth and comprehensively; the latter integrates value orientation flexibly and efficiently into daily management practices. This synergy effectively breaks down the binary opposition between "knowledge transmission" and "behavioral cultivation" in traditional education, achieving an organic combination of theory and practice.

1.1.2 Key breakthroughs in education supply-side reform

In the field of traditional ideological and political education, a structural contradiction is evident: an excessive focus on classroom lectures while undervaluing the importance of practical operations; overemphasizing theoretical knowledge while neglecting the value of experiential learning. However, with the advancement of supply-side reforms, ideological and political education in universities has begun to explore new teaching supply-demand structures, highlighting the significance of practical operations and experiential learning to achieve a transformation and upgrade in the teaching supply side, providing education that better meets student needs. The collaborative talent cultivation model, by integrating resources from families, schools, and society, and innovating educational scenarios, can significantly enhance the penetration and practical effectiveness of ideological and political education, thus becoming a key breakthrough in the supply-side reform of education.

1.1.3 Strategic support for the construction of ideological positions

In the context of globalization, the competition among various value systems is becoming increasingly intense. Collaborative education

can establish a complete educational loop: "theoretical armament—practical testing—value internalization." Through this process, students' recognition of mainstream ideology can be significantly enhanced, and their practical abilities improved, transforming value concepts into concrete actions. This collaborative education model provides solid strategic support for the construction of ideological fronts.

1.2 The practical obstacles to collaborative education

1.2.1 Fragmentation of concept cognition

Educators mistakenly regard collaborative education as the superposition of functions, and fail to realize the differences between ideological and political teachers and counselors in knowledge structure and work paradigm. As a result, collaboration is limited to superficial administrative cooperation, and no real value consensus or educational synergy has been formed.

1.2.2 Distinctive system design

The dual-track operation mechanism of teaching system and student work system leads to the dispersion of resource allocation and differentiation of assessment standards. This limits the effectiveness of education and intensifies the difficulty of coordination.

1.2.3 Practice collaborative stratification

Current collaborative practices are mostly limited to joint lectures and thematic activities, lacking a deep-level cooperation framework. Although these activities promote interaction and exchange, their lack of systematicness and sustainability makes it difficult to achieve the expected educational outcomes. Superficial collaboration fails to fully tap into the potential for education and may weaken overall effectiveness due to obstacles in cooperation.

1.2.4 Limitations of development guarantees

The evaluation mechanism and the allocation of training resources do not reflect the importance of collaborative education, which frustrates teachers' enthusiasm for participation and hinders their professional growth. This limitation frustrates teachers' enthusiasm and limits their professional development space.

2. The design of the path to improve the effectiveness of collaborative education

2.1 Conceptual reconstruction: building a community of values

2.1.1 Establish a collaborative view of "big ideological and political education"

Through policy promotion and academic discussions, we strengthen the consistency of educational goals. Based on the "Implementation Guidelines for the Quality Improvement Project of Ideological and Political Work in Higher Education Institutions," we emphasize the importance of building a collaborative ideological and political education framework. This promotes synergy between classroom and extracurricular activities, theory and practice, to enhance students' comprehensive qualities. Such collaboration aims to optimize the allocation of educational resources and serve the all-round development of students.

2.1.2 Deepen the role interlocking mechanism

Implementing the 'dual-qualified' team building, encouraging counselors to participate in ideological and political education case design, guiding teachers to engage in student career planning guidance, and promoting educators' transition from 'single function' to 'composite role.' This helps educators better understand student needs, provide personalized educational services, and enhance their own qualities and professional skills.

2.2 Institutional innovation: improve the collaborative ecology

2.2.1 Organizational structure optimization

Establish a university-level collaborative education committee to comprehensively oversee the formulation of teaching plans, planning of practical projects, and quality assessment, effectively breaking down administrative barriers between departments. The optimization of this organizational structure aims to create an open and flexible educational ecosystem, promoting cross-departmental collaboration and communication, thereby enhancing educational quality and efficiency.

2.2.2 Construction of resource sharing platform

By building an educational platform that integrates "theoretical teaching, practical guidance, and research feedback," developing a collaborative lesson preparation system, and jointly establishing a repository of ideological and political practice bases, we can achieve efficient integration of educational resources. For example, the National Smart Education Platform has promoted digital education transformation through innovative applications, achieving rapid growth in resource volume. By integrating concepts of integration, intelligence, and internationalization, it empowers high-quality educational development. The construction of such a resource-sharing platform helps optimize the allocation of educational resources, enhancing the relevance and effectiveness of education.

2.2.3 Reconstruction of evaluation system

The effectiveness of collaborative education will be included in the performance appraisal system, and a special reward fund will be set up to stimulate teachers' internal motivation to actively participate. The reconstruction of this evaluation system aims to encourage teachers to actively participate in collaborative education through incentive mechanism and improve the quality of education.

3. Practice integration: innovation of education paradigm

3.1 Synergistic course teaching

Design a dual-lecturer model of "theoretical teacher + practical mentor," skillfully integrating social practice modules into core courses such as "An Introduction to Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era." This enhances the relevance and specificity of teaching. The collaborative approach in course instruction helps combine theoretical knowledge with social practice, thereby improving students' practical skills and innovative spirit.

3.2 Integration of practice and education

A joint research team of teachers and students is set up to carry out practical activities such as "rural revitalization" and "inheritance of red culture", so as to promote the transformation of theoretical knowledge into value recognition. This kind of integrated practice education helps students better understand and master theoretical knowledge and improve their sense of value recognition.

3.3 Transformation of scientific research achievements

Establish interdisciplinary collaborative research projects, focusing on cutting-edge areas such as student thought dynamics and online public opinion, to build a closed-loop research system of 'problem identification—theory analysis—practical optimization.' This mechanism for converting research outcomes can effectively integrate academic achievements into educational resources, thereby enhancing the innovation and effectiveness of education.

3.4 Ability improvement: strengthen professional support

3.4.1 Interdisciplinary empowerment

Relying on the discipline of Marxist theory, special training classes for counselors are set up to improve their theoretical literacy and scientific research ability. This interdisciplinary empowerment helps to improve the professional literacy and scientific research ability of counselors and improve their education quality.

3.4.2 Upgrade the training system

Design modular training courses such as "ideological education", "psychological counseling technology" and "project management method" to build a compound talent training team. The upgrade of this training system will help improve the comprehensive quality and professional ability of educators and improve the quality of education.

4. Conclusion and prospect

The collaboration between ideological and political education teachers and counselors in universities needs to shift from "mechanical co-operation" to "value co-creation." In the future, new digital collaborative paths can be explored, such as establishing virtual teaching research rooms for cross-temporal collective lesson preparation, or using artificial intelligence technology to analyze students' thoughts and behaviors, promoting the transition of collaborative education from "experience-driven" to "data-driven," injecting new momentum into the high-quality development of ideological and political education in the new era. The study emphasizes the importance of collaborative education and the necessity of enhancing the leading role in soul-casting education, and proposes building a comprehensive ideological and political education framework that integrates all aspects of education. By consolidating educational resources and exploring practical paths for collaborative education, a comprehensive system that involves all personnel, processes, and dimensions can be constructed.

References

- [1] Tian Ziyi, Yan Zheng & Chang Yanan. (2023). Research on the Coordination of Education between College Counselors and Professional Teachers. *Qin Zhi*, (10), 89-91.
- [2] Yu Yang & Pan Guorui. (2022). Research on the Coordination of the Three-Whole Education System —— A Breakthrough at the College Level. *University*, (36), 70-73.
- [3] Tong Shujun & Zhang Yanan. (2024). Exploring Collaborative Education Approaches for Ideological and Political Work in Universities and College Student Party Building in the New Era. *Journal of Liaoning Normal University (Social Sciences Edition)*, (01), 55-57.