



Research on the Construction of the Ideological and Political Work System in Universities from the Perspective of All-Domain Education

Yifang Niu

Taiyuan University of Technology, Jinzhong 030600, Shanxi, China

Abstract: In the new era, the traditional model of ideological and political education in universities has exposed a range of problems, including dispersed educational subjects, fragmented processes, restricted domains, and lagging mechanisms, rendering it difficult to meet the fundamental requirement of fostering virtue through education. This paper elucidates the connotation of all-domain education, analyzes the practical difficulties in constructing the current ideological and political work system in universities, and proposes a path for system construction from four aspects: all-staff coordination, whole-process penetration, all-domain field creation and all-dimensional resource integration. Drawing on the concept of all-domain education, this study aims to reshape the framework of ideological and political work in universities, thereby addressing the problem of educational fragmentation. It is anticipated that this will promote the all-round penetration and full-cycle coverage of ideological and political education, continuously enhance its effectiveness, and contribute to the grounded implementation of cultivating a new generation capable of shouldering the mission of the times.

Keywords: all-domain education; universities; ideological and political work system; lide tree people; education path

1. Introduction

With the continuous deepening of the reform of higher education in the new era, the fundamental task of Building Morality and cultivating people has been continuously implemented in depth, and the ideological and political education in universities has entered a key stage of systematic and global transformation. The traditional mode of Ideological and political education has long relied on a single classroom, an exclusive education team and phased education. It has long relied on the single classroom, an exclusive educational team, and a phased approach, giving rise to multiple problems—fragmented educational subjects, a disjointed educational process, restricted educational fields, and imperfect safeguard mechanisms. It is difficult to adapt to the ideological growth law of young students in the new era, and can not meet the practical needs of high-quality education. Therefore, research on constructing the ideological and political work system in universities from the perspective of all-domain education is of significant theoretical and practical relevance. It can effectively resolve the fragmentation conundrum currently besetting ideological and political education, establish an integrated and normalized educational paradigm, empower universities to faithfully fulfill the core mission of educating people for the Party and cultivating talent for the country, and promote the high-quality development of ideological and political education in higher education institutions.

2. The core connotation of the ideological and political work system in universities from the perspective of all-domain education

All-domain education is a holistic educational concept grounded in the fundamental task of fostering virtue through education. It differs from the traditional narrow model that concentrates on classroom teaching, full-time ideological and political instructors, and the on-campus learning stage. Its core is to break all kinds of education barriers, realize the all-domain integration of education elements, the all-domain penetration of education process, the all-domain coverage of education field, and the all-domain landing of education value. From the perspective of core dimension, all-domain education includes four core meanings. The first is the whole subject, breaking the limitation of relying solely on ideological and political instructors as the single educational subject, and integrating the party and government cadres, professional course teachers, administrative personnel, logistics service personnel and social education forces in universities to form a whole member education community. Second, the whole process, abandoning the thinking of phased education, the ideological and political education throughout the whole cycle of students' enrollment, in school training and graduation development, linking basic education and social education, and realizing the whole process of education. Third, the whole field, break through the single scene of education in the classroom, open up the space of education in and out of class, online and offline, in and out of school, and realize the infiltration of all-round education. The fourth is the all-domain integration of resources:

it coordinates curricular resources, cultural resources, practice resources, and social resources within universities to achieve the efficient integration and synergistic utilization of various educational resources.

3. Practical dilemmas in constructing the ideological and political work system in universities from the perspective of all-domain education

(1) Fragmentation of education subjects.

At present, the ideological and political work in most universities still suffers from the problem of singular subject responsibilities. The responsibility for ideological and political education is generally assigned to schools of Marxism, full-time ideological and political instructors, and student counselors, while the educational awareness of Party and administrative cadres, subject teachers, and logistical support personnel remains weak, exhibiting a cognitive bias that prioritizes professional duties over education. There is a phenomenon of "imparting knowledge without nurturing values" in the teaching of professional courses, and the integration of ideological and political education into the curriculum is superficial, which fails to achieve the deep integration of knowledge teaching and value guidance; The administrative and logistics service links ignore the hidden educational value, and it is difficult to bring into full play the effectiveness of service education and management education[1]. Simultaneously, regularized coordination mechanisms among various departments within universities are lacking; educational subjects operate in isolation with dispersed responsibilities, and collaboration with external societal educational forces is insufficient. As a result, an all-domain educational community featuring university-society linkage and multi-subject synergy has not been formed, leading to dispersed forces and insufficient synergy in ideological and political education.

(2) Stage separation in the process of educating people.

At the current stage, ideological and political work in universities has obvious characteristics of periodicity and fragmentation, and the education system covering the whole growth cycle of students has not yet been constructed. From the perspective of on-campus education, ideological and political education is largely concentrated in the basic teaching stage of the lower grades, emphasizing the instillation of theoretical knowledge, while the ideological and political guidance for senior students during specialized study, internships, practical training, employment, and further education remains weak. The ideological and political guidance in the professional learning, internship practice, employment and higher education stages of the middle and higher grades is weak, and the ideological and political content of different learning stages is not connected smoothly, which has educational faults. From the perspective of educational cohesion, the ideological and political education in universities lacks effective cohesion with moral education in primary and secondary schools and social ideological and political education, and there is a gap in the ideological guidance before and after graduation. At the same time, daily ideological and political education is disconnected from classroom ideological and political teaching, the rhythm of classroom education and extracurricular education is inconsistent, theoretical education is disconnected from students' daily ideological growth and behavior cultivation, and it is difficult to achieve the whole process and continuous ideological infiltration.

(3) Prominent limitations of education field.

Traditional ideological and political education in universities relies heavily on the offline classroom as its primary front, confining educational fields to the campus classroom setting and exhibiting an inadequate capacity for all-domain coverage. On the one hand, there is an imbalance between in class and out of class education. The ideological and political education functions of settings such as campus culture, club activities, volunteer services, and social practice beyond the classroom are insufficiently exploited. The problems of formalization and homogeneity of out of class education activities are prominent, and it is difficult to achieve immersion education[2]. On the other hand, the construction of online education front lags behind, the education application of new media platform is not sufficient, the innovation and attraction of Online Ideological and political content is not enough, and it fails to adapt to the characteristics of students' online learning and life. The online education front is weakened and absent. In addition, the off campus social education field is not fully utilized, the red resources, social practice bases and industry education resources have not been effectively transformed into the carrier of Ideological and political education, and the on campus and off campus education field is disconnected, which can not achieve a comprehensive and three-dimensional education coverage.

(4) Imperfect education mechanism.

Robust mechanisms are the core guarantee for implementing the all-domain ideological and political education system, yet the current ideological and political work mechanisms in universities still display notable shortcomings. First, the top-level design is not perfect. Some universities have not yet integrated the concept of holistic education into the overall planning of running a school, and the overall layout of Ideological and political work is fragmented, lacking a systematic

and overall construction plan. Second, the assessment and evaluation mechanism is unscientific. The existing evaluation systems largely focus on the teaching outcomes of ideological and political courses and the quantity of activities conducted, while neglecting core indicators such as the educational process, actual educational effectiveness, and the participation rate of all members, making it difficult to compel the effective implementation of all-domain education. The third is the lack of incentive and guarantee mechanism, the lack of corresponding incentive, assessment and training mechanisms for the education of non ideological and political education subjects, and the lack of enthusiasm and initiative of education subjects. Fourth, the resource integration mechanism is not perfect, and all kinds of educational resources are decentralized, failing to achieve overall allocation and efficient utilization, which restricts the full play of educational efficiency.

4. Construction paths of the ideological and political work system in universities from the perspective of all-domain education

(1) Establishing an all-member collaborative education system to consolidate the synergy of all-domain education.

Grounded in the requirement of all-domain integration of educational subjects, it is essential to dismantle the barriers of a single educational subject and establish an educational responsibility system characterized by full participation, clearly defined rights and responsibilities, and coordinated linkage. First, top-level coordination should be strengthened. A working paradigm of ideological and political education featuring unified leadership by the Party committee, joint management by both Party and administrative bodies, coordinated implementation by departments, and joint participation by all staff, clarify the specific educational responsibilities of Party and government cadres, ideological and political teachers, professional course teachers, counselors, and administrative logistics personnel in universities, and refine the educational responsibilities to posts and individuals, so as to prevent the weakening of educational responsibilities[3]. Secondly, the integration of ideological and political education into the curriculum should be deepened. All courses should be guided to carry the function of ideological and political cultivation, and subject teachers should be encouraged to unearth the ideological and political elements within their professional knowledge, integrating national sentiment, professional ethics, craftsmanship spirit, and rule-of-law thinking into disciplinary instruction, thereby ensuring that knowledge education and ideological and political guidance advance in the same direction. . Finally, expand the main body of off campus education, link external forces such as government, enterprises, red education bases and social organizations, invite industry models, experts and scholars, and excellent alumni to participate in ideological and political education, build an all-round education community with on campus and off campus linkage, and comprehensively condense the joint force of education.

(2) Build a chain of education through the whole process, and realize the idea infiltration in the whole cycle.

By following the laws of student development, the temporal barriers in ideological and political education should be dismantled, and build a full cycle ideological and political education chain covering students'admission adaptation, academic development, practical growth, employment and further education, and lifelong development. In the enrollment stage, we should focus on Freshmen's ideological adaptation, school rules education, ideals and beliefs education, carry out ideological and political education, and help students establish correct University cognition and growth goals. In the academic stage, combined with the cognitive characteristics of students in different grades, we should carry out ideal and belief education, patriotism education, moral cultivation education, rule of law and discipline education, so as to realize the gradual and progressive ideological and political education. In the practice and graduation stage, focus on professional quality, responsibility, employment values, and social adaptability to carry out targeted ideological and political guidance, and help students smoothly connect with society.

(3) Create an all-round education field and broaden the boundary of Ideological and Political Education.

The first is to deepen the main front of the classroom, optimize the teaching system of Ideological and political courses, innovate teaching modes, strengthen theoretical interpretation and value guidance, and improve the quality of Ideological and political education in the classroom. The second is to activate the recessive education field on campus. Relying on the construction of campus culture, Theme Group days, volunteer services, cultural and sports activities, dormitory culture construction and other carriers, the ideological and political concepts are integrated into students'daily learning and life, so as to realize the educational infiltration of an educational influence as imperceptible as the gentle rain that moistens everything. Third, strengthen the online education position, create high-quality online ideological and political content relying on the new media platform, innovate short videos, live broadcasts, online lectures and other forms of communication, promote the theme, spread positive energy, purify the campus network ecology, and seize the commanding height of Online Ideological and political education. Fourth, expand the field of off campus education, integrate red cultural resources, social practice resources and industry education resources, build off campus ideological and political practice education platform, organize students to carry out social practice, red research, industry research and other activities, so that students can feel their original

intention and temper their character in practice, and achieve multi scene and all-round coverage of Ideological and political education.

(4) Promoting all-dimensional resource integration to enhance the quality and effectiveness of all-domain education.

In terms of curricular resources, compulsory and elective ideological and political courses, general education courses, and professional courses should be coordinated to construct an integrated curriculum system for ideological and political education, thereby achieving synergistic efforts in the ideological and political functions of all types of courses. In terms of cultural resources, we should explore the educational elements in the school history and motto, red culture, excellent traditional Chinese culture and advanced culture of the new era, and integrate them into the whole process of Ideological and political education. In terms of human resources, we should regularly carry out all staff education training, improve the ideological and political quality and education ability of all kinds of education subjects, and build a professional and diversified education team. In terms of practical resources, we should coordinate the resources of the practice platform and the practice base outside the school, build a normalized ideological and political practice education platform, and promote the deep integration of theoretical education and practical education. Through the integration of all-dimensional resources, we can solve the problems of resource fragmentation and low utilization rate, and provide sufficient resource support for the implementation of the all-domain ideological and political education system.

5. Conclusion

By elucidating the core connotation of all-domain education, this paper systematically combs the practical difficulties existing in the current ideological and political education in universities, such as the fragmentation of the main body, the fragmentation of the education process, the limitation of the education field, and the imperfection of the guarantee mechanism, explores the systematic construction path of the ideological and political work system in universities from the perspective of all-domain education, and builds the education system from the four dimensions of full cooperation, full penetration, all-round field coverage, and all-dimensional resource integration. This research contributes to dismantling the various barriers inherent in traditional ideological and political education, addressing the problems of fragmentation, stage-based limitation, and narrow scope. In so doing, it helps refine an integrated and normalized educational paradigm in universities, effectively improves the quality of ideological and political cultivation in higher education, and offers valuable theoretical references and practical insights for universities in the new era as they fulfill the fundamental task of fostering virtue through education and promote the high-quality development of ideological and political work.

Acknowledgments

Project Name: Research on Effective Paths for Counselor Studios — From the Dual-Driven Perspective of High-Quality Development and Digital Empowerment Based on Provincial and Above-Level Achievements; Project Source: 2025 Ideological and Political Education Research Project of Shanxi University Ideological and Political Education Research Association(Project No.: SYH2025-006) .

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Author Bio

Yifang Niu(1991-) , Female, Han Taiyuan City, Shanxi Province Master's Degree, Major: Ideological and Political Education.