



A study on the multi-dimensional collaborative education mechanism for integrating ideological and political education throughout the entire process

Baihetinuer PRATI

Xi'an University of Finance and Economics, Xi'an 710100, China

Abstract: In today's higher education which values students' all round growth, ideological and political education (IPE) is the fundamental part of nurturing people who are socially responsible and well mannered. But typical IPE ways tend to run into divisions, they stick to particular courses, and aren't connected to different bits of being at university. This paper attempts to solve such issues by setting up and examining a kind of multi-dimensional collaborative education mechanism which integrates IPE into all the process of education. It is created by means of four core parts: the whole curriculum integrates all IPE elements, IPE and the professional faculty work together, campus education connects with social practice dynamically, and comprehensive use of digital platforms and campus culture. From my findings, it is clear that this co-operative method greatly improves students' awareness of the importance of IPE. It has also yielded measurable progress in key competencies such as political identity and social responsibility, while effectively improving the overall satisfaction with the learning experience. This study finds that the multi-dimensional collaborative mechanism can provide universities with a solid and practicable framework to switch IPE from an isolated subject to a component with broad influence that spans the entire educational ecosystem, so that students can get better prepared to become competent and principle-based citizens in a complicated world.

Keywords: ideological and political education; collaborative education; multi-dimensional mechanism; higher education; student development

1 Introduction

The most important task of modern higher education lies not only in imparting knowledge and technical skills, but also in promoting students' holistic development, encompassing intellectual, moral, and social growth. As the world rapidly moves toward globalization and cultures become increasingly diverse, while facing numerous social barriers, the importance of ideological and political education (IPE) is becoming more and more evident. It is the main means of cultivating students' firm political identities, solid moral foundations, strong sense of social responsibility, and the ability to critically think about a world of conflicting values and ideas. But the effectiveness of IPE can be hampered by the customary pedagogical models that view it as an independent field, separating it from the curriculum and other university learning experiences. The way it does this is usually leads to there being a large difference between the ideas

from IPE classes which are supposed to be taught to be applied in students' professional learning and everyday life situations. Students may see IPE as an abstract and irrelevant demand instead of being a fundamental element of their own and career growth. In order to avoid such shortcomings, it is necessary to innovate the educational system and establish a multi-level cooperative educational mechanism. It claims that by fully integrating IPE into every step of the teaching process, from the educational plan, teacher cooperation to social interaction with cultural activities on campus, universities will be able to create an engaging and immersive atmosphere in the classroom [1]. This paper will explore the theoretical framework and practical aspect regarding such a mechanism, analyse the impact with help of collected data, and recommend its application to higher education institutions.

2 The connotation and theoretical basis of multi-dimensional collaborative education

Multi dimensional collaborative education mechanism concept for IPE is a kind of a paradigm shift, changing from contents delivering process to ecosystem based approach. Essentially "multi-dimensional" refers to breaking down the boundaries between disciplines and school environments horizontally and vertically. "Collaborative" means that we collaborate together with everyone involved in the education, not just the people that specialize in IPE teaching but also the people from the professional disciplines, the university administrator, the future doctor, the person who has a bachelor's degree, the enterprise partner, the community partner, etc. This is rooted in some basic educational theory. First, it is consistent with the principles that holistic education seeks complete development of an individual: intellectually, emotionally, socially, and morally. Embedding IPE throughout all learning experiences means that value education will not be an add-on at the end of the learning process. It will be a constant line from the moment students start university into their lives. Second, it applies systems theory to view universities as a complex and interconnected system, in which each element affects the others. From this perspective, the effective operation of IPE is not a matter of individual departments, but rather a matter of collaborative work across the entire system. Curriculum changes in one field may have a chain reaction on student engagement and are worth developing in another field [2]. Ultimately, it is grounded in the constructivist view stating that students are the active participants who create their own understanding and values through interaction with the world.

3 The core dimensions of the collaborative education mechanism

A successful multi-dimensional collaborative education mechanism relies on the strategic creation and combining of each dimension it contains. Firstly, the first and most fundamental dimension is the curriculum integration dimension, known as "Curriculum IPE". Rather than only setting up a few mandatory courses on political theory, this dimension requires the systematic embedding of IPE elements in all types of professional and general education courses [3]. Taking an engineering ethics module as an example, it can be combined with a civil engineering class to talk about public safety and professional duty; a business management class can study corporate social responsibility and sustainable development; and a literature class can review books from the perspective of cultural confidence and the spirit of the nation. It will require a collaboration within the syllabus' design and reviewing, in order to find natural crossover points of the two. The second dimension is faculty collaboration or making efforts to break down the barriers between IPE instructors and faculty of other academic courses. It can take many forms like jointly designing interdisciplinary courses, sharing the responsibility of teaching, holding regular faculty development workshops centered around discussing values in technical subjects. When a computer science professor and an IPE professor work together, they can better steer students to think about the ethical aspects of artificial intelligence, making the IPE parts more pertinent and significant. The third dimension of key is the synergy between schools and society, which closely links the knowledge we acquire with its practical application in real life. It means forming strong partnerships with external organizations, providing students with

opportunities for social practice, internships, service provision, and local research. And by taking these social issues upon themselves, they will test what they know and learn how to appreciate a deeper sense of civic responsibility. The last dimension is digital platform + campus cult. In an increasingly digital world, universities need to take advantage of the online learning platform, social media, and other digital tools to engage in IPE and discussion. At the same time, a good and rich campus culture can be created through lectures, art festivals, model activities, and students' own club activities to build an informal but powerful educational environment [4].

4 Empirical analysis of the mechanism's effectiveness

To figure out how useful the multi-faceted collaborative teaching arrangement is, a thorough questionnaire was given to students from the university where this model has been used regularly for two years. The data we collected clearly reveals students' perspectives on IPE integration, key competency development, and overall satisfaction. One of the main objectives of the model is to make IPE visible and relevant in different learning platforms. It can be observed from Table 1 that students have a highly integrated IPE in both the specialization and professional and extra-curricular activities. As high as 68.3% of respondents believe that the degree of integration in professional courses is "high" or "very high", and among those who participate in social practice activities, this proportion reaches 75.8%. This demonstrates that the approach is breaking down the long-standing silos within IPE, enabling students to engage with its core concepts in diverse and meaningful contexts. This extensive exposure helps support learning and demonstrates the practical application of IPE ideas in their future job and everyday life activities, which helps dispel the usual idea that IPE is just textbook theory lacking real-world value.

Table 1. Student perception of IPE integration across different channels

Educational Channel	Very Low	Low	Moderate	High	Very High
Specialized IPE Courses	1.2%	3.5%	10.1%	45.2%	40.0%
Other Professional Courses	2.5%	8.0%	21.2%	43.1%	25.2%
Campus Activities	3.1%	9.5%	28.8%	39.4%	19.2%
Social Practice	1.9%	4.8%	17.5%	41.6%	34.2%
Online Platforms	4.5%	12.3%	35.5%	32.7%	15.0%

The ultimate measure of any educational initiative is what it does for students. In the survey, there was a pre and post question requiring students to self-assess their competencies before and after the collaborative IPE mechanism. The results in Table 2 show that there is a very meaningful and positive change in many aspects. The mean score for "Political Identity" went up from 3.45 to 4.25, which shows that the integrated process is good at helping students develop a more clear and confident understanding of their identity as citizens. In comparison, "sense of social responsibility" rose from 3.60 to 4.45, which can probably be attributed to the intensified accentuation on school-society cooperation and practical engagement. The competencies like "Critical thinking skill" & "Teamwork and collaboration" also showed enhancements, with their average scores rising to 4.30 and 4.55 respectively. This shows that, owing to the collaborative and interdisciplinary nature of this mechanism and its promotion of project-based learning, this kind of work can cultivate ideological and moral values as well as other important soft skills. The data point toward a clear conclusion. A complete and integrative IPE model is more effective at cultivating well-rounded talent compared to offering courses in isolation.

Table 2. Comparison of key competencies before and after implementation (Mean Score on a 5-Point Scale)

Key Competency	Before Implementation	After Implementation
Political Identity	3.45	4.25
Critical Thinking Skills	3.75	4.30
Sense of Social Responsibility	3.60	4.45
Teamwork and Collaboration	3.80	4.55

To delve deeper into the factors contributing to its success, we conducted a correlation analysis on all the main collaborative aspects to explore how these dimensions influence student satisfaction with IPE. From table 3, we can see that the findings indicate that, as was to be expected, all the factors correlate highly and significantly with student satisfaction ($p < 0.01$). This shows that every single dimension is an integral part of the whole picture. Not surprisingly, "school-society synergy" has the highest correlation coefficient which is 0.68. Therefore, it shows that students value the opportunity for their academic study related to the real life problem or the opportunities to gain practical experience. This underscores just how necessary it is for universities to put effort and resources into developing and sustaining solid partnerships with outside firms. "Curriculum Integration" also displayed a very high correlation ($r = 0.65$), which bolsters the point that students like to see the significance of IPE within the specific disciplines they are studying. "Faculty Collaboration" ($r = 0.59$) and "Digital Platform Use" ($r = 0.52$) were key elements in generating student satisfaction, showing that staff backing and a contemporary, technology-empowered instructional setting are both essential. And here the results give clear directions to universities. A balanced investment across all four dimensions is needed if you want both an effective and appealing IPE program.

Table 3. Correlation analysis between collaborative dimensions and student satisfaction

Collaborative Dimension	Correlation Coefficient (r) with Overall Satisfaction	Significance (p-value)
Curriculum Integration	0.65	< 0.01
Faculty Collaboration	0.59	< 0.01
School-Society Synergy	0.68	< 0.01
Digital Platform Use	0.52	< 0.01

5 Conclusion

There is a clear flaw in limiting IPE to several courses; it's disconnected from student's daily academic life as well as personal lives, so it doesn't affect them. On the contrary, what we proposed is integrating IPE across the curriculum and building on it; this promotes faculty collaboration, links the campus to society and utilizes present day digital platforms, creating a more whole and immersive space for learning. The theoretical framework anchored on principles of holistic education and systems theory provides a good foundation for such integrated model. These examples further demonstrate its effectiveness. The survey data shows that this kind of approach improves students' perception of how IPE was integrated into their university experience, resulting in real improvements in key skills like political identity and social

responsibility, which is closely correlated with overall student satisfaction. The findings stress out so very specially the important connection formed between study in school and social work in reality. For higher education institutions tasked with the mission of cultivating well-rounded citizens—that is, shaping individuals of moral integrity who actively engage in social affairs—establishing diverse cooperative mechanisms is neither an optional choice nor a matter they can decide independently [5]. Moving ahead universities have to stay committed towards eliminating institutional silos, allocating resources for interdisciplinary faculty development, forming strong community partnerships and always renewing how they teach to make sure that IPE stays as a dynamic and important influence in shaping future generations.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

- [1] Naik KNB, Prabhath S, Devi SE, et al. 2025. Impact of the interprofessional collaborative education program (IPCEP) on the knowledge, attitudes, and practices of diabetic foot care among individuals with type 2 diabetes mellitus: a narrative review. *BMC Health Services Research*, 25(1): 1125-1125.
- [2] Wang H, Li J. 2025. A multi-dimensional evaluation method of collaborative learning quality in higher education based on random forest. *International Journal of High Speed Electronics and Systems*, 34(04).
- [3] Zou Y. 2025. Research on the design and practice of collaborative education mechanism between enterprises and enterprises in the whole chain empowered by AI. *Education Insights*, 2(8): 20-26.
- [4] Williams L, Mullins LJ, Israel B, et al. 2025. Culture, campus, and confidence: unpacking discrimination's impact on mental health among diverse college students. *Frontiers in Education*, 10: 1614475-1614475.
- [5] Noorloos J, Wycherley K. 2025. Bridging the gap from school to practice: veterinary social work as the missing link. *Veterinary Record*, 197(4): 153-154.