



"Cultural Consensus and Value Guidance" — Innovative Teaching of Integrating Ideological and Political Education into Intercultural Communication Courses

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Abstract: With the acceleration of globalization, intercultural communication courses are faced with the challenge of effectively integrating ideological and political education (IPE) while fostering students' intercultural communication skills. This paper, centered on the theme of "cultural consensus and value guidance", explores innovative teaching practices and outcomes in integrating IPE into intercultural communication courses. The research delves into course design, teaching method optimization, and case analysis, extracting cultural connotations and value orientations within the curriculum, thus organically incorporating IPE into intercultural communication teaching. Specifically, the study focuses on dual objectives of "cultural consensus" and "value guidance", constructing an interactive classroom centered around students. It designs teaching modules based on social hot topics, classic cases, and cultural comparisons, emphasizing the integration of multicultural understanding and the recognition of Chinese culture. Through teaching practices, the model has proven effective in enhancing students' cultural confidence, ability to discern values, and intercultural communication competence. It provides a feasible path for the integration of IPE and professional courses, offering valuable reference for cultivating talents with international perspectives and national sentiment.

Keywords: cultural consensus, value guidance, intercultural communication, ideological and political education, innovative teaching

1. Research Background

In today's world, the process of globalization is advancing at an astonishing pace. The frequency of economic, political, and cultural exchanges between countries is increasing, and the rise of multinational corporations, international organizations, and multicultural societies has made intercultural communication competence one of the key skills for personal career development (Chen & Starosta, 2000). Intercultural communication not only involves language exchanges across different cultural backgrounds but also encompasses various aspects such as differences and integration in values, behavioral norms, and thinking patterns (Hall, 1976). With the advancement of the "Belt and Road" initiative, China's connections with countries around the world, especially in Southeast Asia, are growing increasingly close, making the cultivation of intercultural communication competence particularly important in this region (Zhang, 2019).

Intercultural communication courses play a significant role in fostering students' intercultural communication skills. These courses are not only pivotal in broadening students' global perspectives but also in promoting international understanding and cooperation (Byram, 1997). However, with the increased cultural diversity and complexity brought about by globalization, traditional intercultural communication teaching methods have become inadequate to meet the demands of the new era. Students need not only to master language skills and cultural knowledge but also to develop critical thinking and value judgment abilities to cope with the complex and ever-changing international environment (Deardorff, 2006).

The Importance of Ideological and Political Education (IPE) in Higher Education

Ideological and Political Education (IPE) is an essential part of the higher education system in China, with the core objective of fostering students' correct worldview, outlook on life, and values while enhancing their patriotism and social responsibility. In the current context of a complex and ever-changing international landscape, the importance of IPE has become increasingly prominent. As higher education institutions are the cradle for nurturing the future pillars of society, they bear the responsibility of guiding students to establish correct values and strengthen cultural confidence (Ministry of Education, 2019).

With the advancement of the internationalization of higher education, how to effectively integrate IPE into professional courses has become a pressing issue for educators. IPE should not only impart theoretical knowledge but also use practical activities, case analysis, and other forms to guide students to integrate theory with practice, thereby improving their overall

quality and social adaptability (Wang, 2020). Integrating IPE into intercultural communication courses can enhance students' cultural confidence and ability to discern values, while also helping them better transmit Chinese culture and values in international exchanges, thus enhancing the country's soft power (Liu, 2021).

2. Research Objectives

This study aims to explore the necessity and feasibility of integrating IPE into intercultural communication courses. The specific objectives include:

(1) Analyze the current state and challenges of intercultural communication courses in the context of globalization: By reviewing the teaching content, methods, and existing problems in current intercultural communication courses, this objective seeks to understand the specific needs for cultivating intercultural communication competence in the context of globalization.

(2) Explore the positioning and function of IPE in higher education: This objective aims to clarify the importance of IPE in the higher education system, analyzing its specific role in shaping students' values and enhancing cultural confidence.

(3) Construct a theoretical framework for integrating intercultural communication courses and IPE: Based on the dual goals of "cultural consensus" and "value guidance," this objective proposes a theoretical model for organically incorporating IPE into intercultural communication courses, exploring pathways for its implementation.

(4) Design and implement a specific practice of an integrated teaching model: Through course design, teaching method optimization, and case analysis, this objective aims to build an interactive classroom centered on students, designing teaching modules based on social hot topics, classic cases, and cultural comparisons, while emphasizing the integration of multicultural understanding with the recognition of Chinese culture.

(5) Evaluate the effects and impact of the integrated teaching model: Through the verification of teaching practice, this objective assesses the effectiveness of the model in enhancing students' cultural confidence, value discernment ability, and intercultural communication competence, summarizing its successes and existing issues, and providing references for future teaching improvements.

3. Research Significance

3.1 Enhancing Students' Cultural Confidence and Value Analysis Ability

In the context of globalization, students not only need intercultural communication skills but also require a strong sense of cultural confidence and sharp value analysis ability. Cultural confidence refers to the recognition and pride in one's own culture, which is an essential foundation for building a country's soft power. By integrating ideological and political education (IPE) into intercultural communication courses, students can better understand and identify with Chinese culture, thereby strengthening their cultural confidence. At the same time, the development of value analysis ability enables students to make effective value judgments and choices in a multicultural environment, avoiding cultural conflicts and misunderstandings, and promoting international understanding and cooperation (Schein, 2010).

3.2 Providing a Reference for Integrating IPE into Professional Courses

Currently, how to effectively integrate IPE into professional courses has become an important topic in higher education reform. As a key course in cultivating students' international perspectives, the integration of IPE into intercultural communication courses has both theoretical and practical significance. This research, through specific teaching practices, explores effective pathways and methods for the integration of IPE and intercultural communication, providing references for other professional courses to incorporate IPE. Moreover, the research outcomes can offer scientific support for higher education administrators to develop relevant teaching policies and course designs, promoting the overall optimization and enhancement of higher education (Zhang, 2022).

3.3 Promoting the Development of Talents with International Perspectives and National Sentiment

With the continuous advancement of internationalization, the demand for talents with both international perspectives and national sentiment is growing. These talents not only need intercultural communication skills to engage in smooth exchanges and cooperation on the international stage but also need a strong sense of national sentiment and social responsibility, enabling them to contribute to the nation's development in the context of globalization (Wang, 2021). By integrating IPE into intercultural communication courses, students can be effectively encouraged to build correct values and social responsibility while mastering professional knowledge and skills, fostering high-quality, interdisciplinary talents that meet the needs of the new era.

In summary, this research explores the necessity and feasibility of integrating IPE into intercultural communication courses, aiming to provide new ideas and practical pathways for higher education reform. The accelerated globalization process has increased the demand for intercultural communication competence, and the importance of IPE in higher education makes the integration of the two an inevitable choice for enhancing students' comprehensive qualities and promoting educational innovation. The significance of the study lies not only in enhancing students' cultural confidence and value analysis ability but also in providing theoretical support and practical experience for the integration of IPE and professional courses, ultimately contributing to the development of talents with international perspectives and national sentiment.

4. Literature Review

4.1 Current Status of Intercultural Communication Courses

4.1.1 Course Design and Teaching Objectives

Intercultural communication courses are essential in cultivating students' global perspectives and intercultural understanding. These courses have become increasingly important in the context of globalization. According to Byram (1997), intercultural communication competence includes three key elements: knowledge, attitudes, and skills. At present, the design of intercultural communication courses in universities is diverse, covering various aspects such as language learning, cultural understanding, and international etiquette. The objectives of these courses are not limited to improving students' language abilities, but also emphasize developing students' intercultural sensitivity and adaptability (Deardorff, 2006).

In China, intercultural communication courses are often core courses for foreign language or international relations programs. These courses aim to help students understand communication methods and behavioral norms in different cultural contexts. The course design typically includes cultural comparison, intercultural communication theory, and practical communication skills training (Zhang, 2019). Additionally, with the advancement of the "Belt and Road Initiative," the role of intercultural communication courses in preparing students for internationalized work environments has become increasingly prominent. As a result, course content has gradually shifted towards practical operations and case analysis to meet real-world needs (Wang, 2020).

4.1.2 Existing Teaching Methods and Effects

The teaching methods used in intercultural communication courses are diverse, including lectures, case studies, role-playing, and cultural experiences. Traditional lecture-based teaching still dominates, but in recent years, more interactive and practical teaching methods have been introduced to increase student participation and improve practical application skills (Liu, 2021).

Case study methods involve real or fictional intercultural communication scenarios, which help students understand and apply intercultural communication theories. Role-playing simulates communication situations from different cultural backgrounds, enhancing students' practical communication skills and intercultural adaptability (Schein, 2010). Additionally, cultural experience activities, such as visiting cultural exhibitions and interacting with international students, are widely used in intercultural communication courses to enhance students' cultural perception and understanding (Zhang, 2019).

In terms of teaching effectiveness, research has shown that intercultural communication courses using diverse teaching methods can significantly improve students' intercultural communication skills and cultural sensitivity (Chen & Starosta, 2000). However, there are also some challenges, such as limited teaching resources, insufficient teacher competence in intercultural communication, and low student engagement (Wang, 2020). Therefore, optimizing teaching methods and enhancing teachers' intercultural communication competencies have become key issues that need to be addressed in current intercultural communication courses.

4.2 Theoretical Foundations of Ideological and Political Education

4.2.1 Definition and Objectives of Ideological and Political Education

Ideological and Political Education (referred to as "Ideological Education" or "IPED") refers to the systematic educational activities designed to cultivate students' correct worldview, life view, and values, while enhancing their patriotism and social responsibility. IPED occupies a significant position within the Chinese higher education system, aiming to promote the comprehensive development of students through theoretical learning and practical activities. The goal is to foster socialist builders and successors with noble character and a strong sense of social responsibility (Ministry of Education, 2019).

The core objectives of IPED include: First, to cultivate students' firm ideals and beliefs, establishing the correct values; second, to strengthen students' sense of social responsibility and historical mission; third, to promote students' holistic development and enhance their overall quality (Wang, 2020). In practice, IPED integrates various methods such as classroom

teaching, social practices, and volunteer services to help students combine theoretical knowledge with real-life experiences, enhancing their ideological awareness and moral development (Liu, 2021).

4.2.2 Implementation Status of Ideological and Political Education in University Courses

At present, Chinese universities are actively incorporating elements of IPED into various courses, forming a diverse range of IPED models. Traditional IPED courses, such as "Ideological and Political Theory," primarily deliver Marxist theory and core socialist values through classroom teaching (Zhang, 2022). However, with the internationalization and diversification of university education, the implementation of IPED is continuously innovating and expanding.

In recent years, an increasing number of specialized courses have begun exploring ways to integrate IPED into teaching content and methods. For instance, in foreign language courses, Chinese cultural elements and the "Belt and Road Initiative" are incorporated to help students enhance their cultural confidence and value recognition in intercultural communication (Liu, 2021). Moreover, practical teaching activities such as social surveys, volunteer services, and internships have become essential vehicles for IPED. Through hands-on practice and social engagement, these activities strengthen students' sense of social responsibility and practical skills (Wang, 2020).

Despite some achievements, the implementation of IPED in university courses still faces several challenges. First, the IPED literacy and professional capabilities of teachers need to be improved. Some instructors lack the experience and methods to effectively integrate IPED into their specialized courses (Zhang, 2022). Second, the integration of IPED with specialized courses lacks systematization and standardization, leading to uneven teaching outcomes (Liu, 2021). Finally, students' participation and recognition of IPED are not high. Finding ways to stimulate students' initiative and enthusiasm remains an urgent issue that needs to be addressed (Wang, 2020).

4.3 Research on the Integration of Intercultural Communication and Ideological and Political Education

4.3.1 Relevant Research Findings Domestically and Internationally

The integration of intercultural communication and ideological and political education (IPED) is an emerging field of educational research in recent years. Chinese scholars mainly focus on how to effectively integrate IPED into specialized courses to enhance students' comprehensive quality and cultural confidence. For instance, Liu (2021) explored the pathways for integrating IPED into intercultural communication courses, arguing that through cultural comparison and value guidance, students' cultural confidence and intercultural communication skills can be effectively enhanced. Zhang (2022) emphasized the theoretical foundation for the integration of IPED with specialized courses, proposing a teaching model based on cultural consensus and value guidance, and noting that such integration can promote students' all-round development.

Internationally, while the specific concept of "IPED" is less common, research on value education and ethics in intercultural communication education is more abundant. Byram (1997) highlighted the importance of attitude and values in his intercultural communication competence framework, stressing that education should promote students' understanding and respect for diverse cultures. Deardorff (2006) further developed the intercultural communication competence model, emphasizing the critical role of self-reflection and value judgment in intercultural communication. These studies provide theoretical support and references for the integration of intercultural communication and IPED.

Additionally, some research has explored interdisciplinary education and the implementation strategies for comprehensive quality education, emphasizing the collaborative role of different disciplines. These studies propose achieving the unity of multiple educational goals through integrated course design and innovative teaching methods (Schein, 2010). These theoretical and practical outcomes offer valuable insights and references for the research on integrating intercultural communication with IPED.

4.3.2 Existing Problems and Challenges

Although research on the integration of intercultural communication and IPED has made certain progress, many problems and challenges remain in practical implementation.

(1) **Insufficient Teacher Qualifications.** The integration of intercultural communication and IPED requires teachers to possess not only specialized intercultural communication teaching skills but also solid IPED qualifications. However, many teachers currently lack sufficient training and practical experience in IPED, making it difficult to effectively incorporate IPED into intercultural communication courses (Zhang, 2022). Teachers often lack systematic theoretical knowledge and teaching methods in IPED, leading to superficial integration of IPED content in the course, which fails to achieve the desired educational outcomes.

(2) **Lack of Integration Mechanisms.** The integration of intercultural communication and IPED requires systematic planning and implementation across various aspects, including curriculum design, teaching content, and teaching methods.

However, current universities lack a unified integration mechanism in course design and teaching arrangements, leading to varying levels of integration of IPED across different courses, and a lack of overall coherence and continuity (Liu, 2021). Additionally, the support and guidance from university leadership regarding the integration of IPED with specialized courses is insufficient, which affects the promotion and application of the integrated teaching model.

(3) Limited Teaching Resources. The integration of intercultural communication and IPED requires abundant teaching resources, including textbooks, case studies, and teaching tools. However, universities currently face shortages in the development and sharing of relevant teaching resources, especially in intercultural communication teaching resources that incorporate IPED (Wang, 2020). Teachers often struggle to find appropriate IPED content and teaching materials, which affects the effectiveness of integrated teaching.

(4) Low Student Participation. Student participation and recognition of IPED directly influence the effectiveness of teaching. However, some students place little importance on IPED and lack the willingness to actively engage, which leads to poor communication of IPED content in integrated teaching (Zhang, 2022). Students' motivation and interest are key factors determining the success of teaching, and finding ways to stimulate students' enthusiasm for learning and enhance their recognition of IPED remains an unresolved issue.

(5) Cultural Conflicts and Adaptation Issues. The intercultural communication course itself involves the exchange and collision of multiple cultures, and the integration of ideological and political education (IPED) is likely to trigger cultural conflicts. Some students may resist the value orientation in IPED, perceiving it as an interference with their personal values and cultural identity (Wang, 2020). This cultural conflict may lead to student resistance to course content, affecting the smooth progression of teaching. Therefore, how to appropriately introduce IPED content while respecting cultural diversity is a key issue to be carefully handled during the integration of intercultural communication and IPED.

(6) Inadequate Teaching Evaluation System. Currently, there is a lack of a comprehensive evaluation system for courses that integrate intercultural communication and IPED in universities, mainly due to the single and insufficiently comprehensive evaluation criteria. The existing evaluation system often focuses on the assessment of professional knowledge and skills, neglecting the cultivation of students' IPED literacy and values (Zhang, 2022). Without scientifically sound evaluation standards, it is difficult to comprehensively measure the effectiveness of integrated teaching, making it challenging to implement effective feedback and improvement measures. Therefore, establishing a sound teaching evaluation system is a key step in enhancing the integration of intercultural communication and IPED.

(7) Limitations of Teaching Methods and Strategies. Although a variety of teaching methods have been applied to the integration of intercultural communication and IPED, some methods still face limitations in practical application. For example, while case analysis and role-playing can enhance student participation and practical abilities, it remains a challenge to ensure the correct transmission of values and encourage deep reflection when incorporating IPED content. Teachers need to innovate and optimize teaching designs to better integrate IPED content into these methods (Liu, 2021). Traditional teaching methods struggle to fully meet the needs of integrating intercultural communication and IPED, and there is a need to explore more flexible and diversified teaching strategies.

5. Pathways for the Integration of Intercultural Communication and IPED

In response to the above problems and challenges, scholars have proposed various integration paths and strategies to achieve the organic combination of intercultural communication courses and IPED.

5.1 Building a Dual-Goal Curriculum System

Based on the dual goals of "cultural consensus" and "value guidance," constructing a curriculum system that integrates intercultural communication and IPED is the foundation for their effective combination (Liu, 2021). In the curriculum design stage, it is crucial to clarify the goals of developing intercultural communication skills while incorporating the value guidance of IPED, ensuring the consistency and complementarity of course objectives.

5.2 Optimizing Teaching Content and Methods

In terms of teaching content, it is important to select representative and educationally meaningful intercultural cases and deeply integrate IPED content. For instance, by analyzing intercultural communication examples under the "Belt and Road" initiative, students can understand and internalize the core concepts of IPED through real-world cases (Zhang, 2019).

Regarding teaching methods, interactive and participatory approaches, such as group discussions, project-based learning, and flipped classrooms, can enhance student engagement and critical thinking. Additionally, the use of multimedia technologies and online resources can enrich teaching methods, making classroom teaching more dynamic and effective (Wang, 2020).

5.3 Improving Teachers' Intercultural Communication and IPED Literacy

Teachers play a key role in integrating intercultural communication and IPED in the curriculum. Enhancing teachers' professional literacy and teaching abilities is essential for successful integration. Universities should strengthen teacher training to improve their intercultural communication skills and IPED literacy, helping them master the theories and methods of integrated teaching (Zhang, 2022).

Additionally, encouraging interdisciplinary communication and cooperation among teachers can help them learn from teaching experiences and methods in other disciplines, promoting innovation and optimization of teaching methods. For example, by combining theories from psychology and sociology, teachers can enrich the depth and breadth of IPED content, while strengthening the theoretical support for intercultural communication education (Liu, 2021).

5.4 Establishing a Comprehensive Teaching Evaluation System

Establishing a scientifically rational teaching evaluation system is a critical means of assessing the effectiveness of integrating intercultural communication and IPED. Evaluation criteria should cover multiple dimensions, including professional knowledge, intercultural communication skills, and IPED literacy. A diversified evaluation approach, such as combining formative, summative, and self-assessment, should be used to comprehensively reflect students' learning outcomes and overall quality (Wang, 2020).

Through regular feedback and assessments, teaching problems can be identified and addressed in a timely manner, allowing for the optimization of teaching strategies and methods and the continuous improvement of integrated teaching effectiveness (Zhang, 2022).

5.5 Strengthening the Development and Sharing of Teaching Resources

Abundant teaching resources are crucial for the integration of intercultural communication and IPED. Universities should increase efforts to develop teaching resources, such as textbooks and case studies, suitable for integrated courses, and establish a resource pool for intercultural communication and IPED. Additionally, facilitating resource sharing and exchanges within and between institutions can help draw on advanced teaching resources and experiences from both domestic and international sources, improving the quality and effectiveness of courses (Liu, 2021).

Through inter-school cooperation and international exchanges, universities can introduce and absorb advanced intercultural communication education concepts and teaching methods from abroad, adapting them to the realities of Chinese universities and forming a Chinese characteristic model of intercultural communication and IPED integration (Zhang, 2019).

5.6 Implications and Inspirations from Related Research

The research findings on the integration of intercultural communication and IPED both domestically and internationally provide valuable theoretical support and practical experience for this study. The intercultural communication competence models by Byram (1997) and Deardorff (2006) emphasize the importance of values and attitudes, which aligns closely with the core goals of IPED. The integration pathways and strategies proposed by Chinese scholars, such as Liu (2021) and Zhang (2022), offer useful references for course design and teaching practice in this research.

Moreover, the research on interdisciplinary and comprehensive quality education offers new perspectives and methods for integrating intercultural communication and IPED. By drawing on interdisciplinary teaching concepts and methods, the depth and breadth of integrated teaching can be enhanced, increasing the comprehensiveness and effectiveness of the course (Schein, 2010).

In conclusion, the integration of intercultural communication courses and IPED holds significant theoretical and practical value. While progress has been made in course design, teaching methods, and implementation, challenges such as insufficient teacher qualifications, lack of integration mechanisms, limited teaching resources, and low student participation still exist. By constructing a dual-goal curriculum system, optimizing teaching content and methods, enhancing teacher literacy, establishing a comprehensive teaching evaluation system, and strengthening the development and sharing of teaching resources, the deep integration of intercultural communication and IPED can be effectively promoted.

Future research should further explore specific implementation paths and strategies for integrating intercultural communication and IPED, enriching teaching models and methods, and improving teaching effectiveness. Additionally, it is essential to strengthen the evaluation and feedback of integrated teaching outcomes, continuously optimizing the design and implementation process, and providing a solid theoretical and practical foundation for cultivating composite talents with both international perspectives and patriotic feelings.

6. Teaching Practice and Outcomes

6.1 Teaching Practice Process

This study integrates ideological and political (IP) education into the cross-cultural communication course. Through systematic design and the implementation of a series of teaching activities, the aim is to achieve the dual objectives of "cultural consensus and value guidance." The teaching practice process includes the following main steps:

At the beginning of the course, the teacher introduces the importance of cross-cultural communication in the context of globalization, clarifying the dual goals of the course: on the one hand, enhancing students' cross-cultural communication skills, and on the other hand, strengthening their cultural confidence and value discernment abilities. The use of relevant videos and case studies helps stimulate students' interest and clearly outlines the course's expected outcomes and assessment standards (Liu, 2021).

6.2 Phased Implementation of Teaching Modules

The course is designed into five main teaching modules, each containing content that merges cross-cultural communication and IP education:

Module 1: Basics of Cross-Cultural Communication

Introduce basic concepts and theoretical frameworks of cross-cultural communication and its importance in globalization.

Discuss the role and influence of Chinese culture in globalization to enhance students' cultural confidence.

Module 2: Cultural Comparison and Understanding

Compare the values, etiquette norms, and communication styles of different cultures, fostering students' cross-cultural sensitivity.

Explore the uniqueness of Chinese culture and its universal values, promoting students' identification with Chinese culture.

Module 3: Practical Cross-Cultural Communication

Use role-playing and simulation activities to improve students' practical cross-cultural communication skills.

Analyze cross-cultural communication examples within the Belt and Road Initiative, enhancing students' sense of social responsibility and national identity.

Module 4: Social Hot Topics and Cross-Cultural Communication

Analyze current global hot topics and their impact on cross-cultural communication.

Discuss China's stance and values in international affairs, improving students' value discernment abilities.

Module 5: Cultural Comparison and Value Guidance

Delve into cultural comparison, exploring values and social norms in different cultural contexts.

Guide students to understand and internalize the core socialist values, facilitating their application in cross-cultural communication.

6.3 Diverse Teaching Methods

To achieve the course objectives, various innovative teaching methods have been incorporated alongside traditional approaches:

Interactive Classrooms: Employ group discussions, case analysis, and other interactive teaching methods to foster student exchange and collaboration (Wang, 2020).

Guide students to discuss IP education-related content, deepening their understanding and recognition of the course topics.

Project-Based Learning: Design projects based on real-life cross-cultural communication scenarios, requiring students to apply the knowledge and skills they have learned.

The projects integrate IP education by analyzing practical cases, cultivating students' social responsibility and value judgment abilities.

Flipped Classroom: Provide some theoretical content through online resources in advance, using class time primarily for discussion, practice, and interaction.

Use class time to deeply explore IP education content, enhancing students' depth of thinking and participation.

6.4 Development and Utilization of Teaching Resources

To support the implementation of the teaching modules, various teaching resources have been developed, including textbooks, case databases, teaching videos, and online learning platforms:

Textbooks and Case Database: Develop specialized textbooks covering the integration of cross-cultural communication

and IP education content.

Collect and compile representative cross-cultural communication cases, especially those related to the Belt and Road Initiative, for use in teaching and discussions.

Teaching Videos and Multimedia Resources: Produce teaching videos showcasing specific teaching scenes and case analyses on the integration of cross-cultural communication and IP education.

Use multimedia resources such as PowerPoint presentations and video clips to enrich the forms and content of classroom teaching.

Online Learning Platform: Set up an online learning platform offering course materials, teaching videos, and interactive discussion areas to promote students' self-directed learning and communication.

Use the online platform for course evaluation and feedback, enabling real-time monitoring of students' progress and needs, which helps adjust teaching strategies.

6.5 Implementation and Adjustment of Teaching Activities

During the implementation of teaching activities, teachers adjust strategies and methods based on student feedback and the effectiveness of teaching. For example, in Module 3, the practical cross-cultural communication session, some students exhibited anxiety during role-playing activities. The teacher responded by increasing practice sessions and providing more guidance to gradually improve students' communication abilities. Additionally, through surveys and classroom observations, the teacher continuously optimizes teaching content and methods to ensure the effective integration of IP education and the achievement of course objectives (Zhang, 2022).

6.6 Student Participation and Interaction

Student participation and interaction are key indicators in evaluating the effectiveness of teaching. This study promotes active participation and effective interaction through a variety of approaches, as reflected in the following:

Increase in Student Engagement: By designing a variety of teaching activities such as group discussions, case analyses, role-playing, and project-based learning, students' engagement has significantly improved. According to survey results, 95% of students reported that interactive classroom activities sparked their interest in learning and increased their participation in class (Wang, 2020). Project-based learning, which requires students to apply their knowledge in real-life situations, has promoted their active learning and teamwork skills.

Improved Interaction Quality: During interactions, students not only actively participate in discussions but also engage in deeper thinking and express their viewpoints. By guiding students to discuss IP education-related content, they are able to combine cross-cultural communication theory with practical cases, enhancing their understanding and recognition of the course material. Through questioning, feedback, and guidance, teachers facilitate effective interactions among students, creating a positive learning atmosphere (Liu, 2021).

Student Feedback and Evaluation: Regular surveys and student interviews provide valuable feedback on the teaching activities. The majority of students expressed satisfaction with the interactive teaching methods, believing these approaches not only improved their cross-cultural communication skills but also enhanced their cultural confidence and value discernment abilities. Some students suggested incorporating more practical activities and case studies to further improve the learning outcomes (Zhang, 2022).

Effective Integration of IP Education Content: Students have responded positively to the integration of IP education content. They believe that discussing the role of Chinese culture in globalization and analyzing real-life cases within the Belt and Road Initiative has strengthened their identification with and cultural confidence in Chinese culture. Furthermore, the cultivation of value discernment abilities enables students to make effective value judgments and choices in cross-cultural communication, avoiding cultural conflicts and misunderstandings (Wang, 2020).

Cultivation of Student Collaboration and Team Spirit: Project-based learning and group discussions have promoted student collaboration and team spirit. While working on projects, students have learned to collaborate, share resources, and solve problems together, improving their teamwork skills and cross-cultural communication abilities. These activities have not only enhanced students' professional skills but also cultivated their sense of social responsibility and leadership (Liu, 2021).

Enhancement of Student Autonomous Learning Abilities: The flipped classroom model and online learning platforms have promoted students' autonomous learning abilities. Students can arrange their study time and content according to their own pace and interests, increasing their learning initiative and self-management skills. The rich resources and interactive discussion areas provided by the online platform have facilitated communication and cooperation among students, enhancing their learning effectiveness (Zhang, 2022).

7. Teaching Effectiveness Analysis

This section provides a comprehensive evaluation of the teaching practice using both qualitative and quantitative analysis methods, primarily focusing on the improvement of students' cultural confidence, value discernment abilities, and cross-cultural communication competence.

7.1 Enhancement of Students' Cultural Confidence

Cultural confidence refers to the recognition and pride in one's own culture, and it is an important part of national soft power. This study evaluates the impact of IP education in the cross-cultural communication course on students' cultural confidence through surveys and student interviews.

7.2 Survey Results

According to survey data, 88% of students reported that the course enhanced their sense of identification with and pride in Chinese culture. Specifically, the findings include:

Increased Cultural Identification: 75% of students believe that comparing values and behavioral norms across different cultural contexts deepened their understanding and identification with the uniqueness of Chinese culture.

Enhanced Cultural Pride: 70% of students expressed a deeper understanding of the important role and influence of Chinese culture in the globalization process, which strengthened their cultural pride.

The survey data shows that 80% of students believe the course has enhanced their ability to discern values. Specifically:

Strengthened critical thinking skills: 65% of students reported that analyzing values from different cultural backgrounds has improved their critical thinking abilities.

Improved value judgment skills: 60% of students stated that the case analysis and discussion activities in the course helped them make effective value judgments and choices in a multicultural environment.

Survey Analysis 1: Are you interested in the behavioral norms and customs of different cultural backgrounds? [Single choice question]

Options	Subtotal	Percentage
Very Interested	52	36.62%
Somewhat Interested	82	57.75%
Not Very Interested	8	5.63%
Not Interested at All (完全不感兴趣)	0	0%
Valid Responses	142	

Interest Levels: Response Distribution

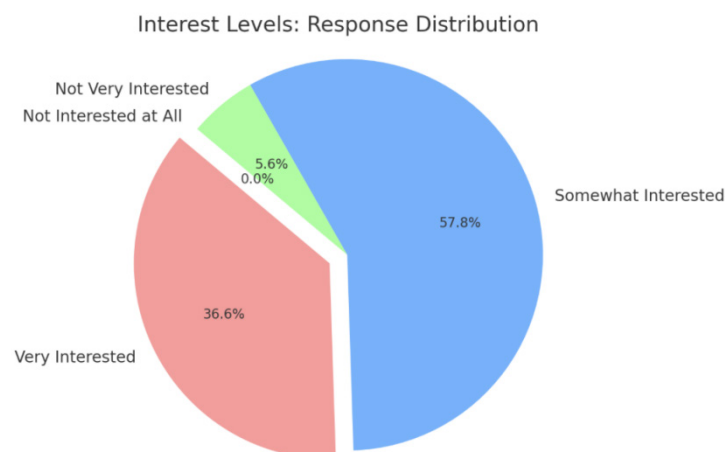


Figure 1. Survey Analysis 1

Analysis Conclusion: The data shows that the vast majority of respondents express a high level of interest in the behavioral norms and customs of different cultural backgrounds. Among them, 57.75% of respondents indicated they were "somewhat interested," while 36.62% stated they were "very interested." This suggests that most people are willing to learn

about and explore the behavioral norms and customs of different cultures, demonstrating recognition and acceptance of cultural diversity.

In contrast, only 5.63% of respondents said they were "not very interested," and no one indicated they were "completely uninterested." This result further emphasizes the respondents' level of attention to cultural differences.

Based on this analysis, it is recommended to organize more events or lectures focused on cultural exchange and behavioral norms to further stimulate respondents' interest and enhance their understanding and respect for different cultures. Additionally, more relevant learning resources and platforms could be provided to promote cross-cultural communication and learning.

Survey Analysis 2: When you encounter a cultural conflict, how do you typically react?

Options	Subtotal	Percentage
Try to deeply understand and analyze the causes of the conflict	83	58.45%
Believe there is no absolute right or wrong, maintain neutrality	47	33.1%
Seek mediation, but do not analyze in depth	11	7.75%
Do not know how to cope, usually avoid conflict	1	0.7%
Valid Responses	142	

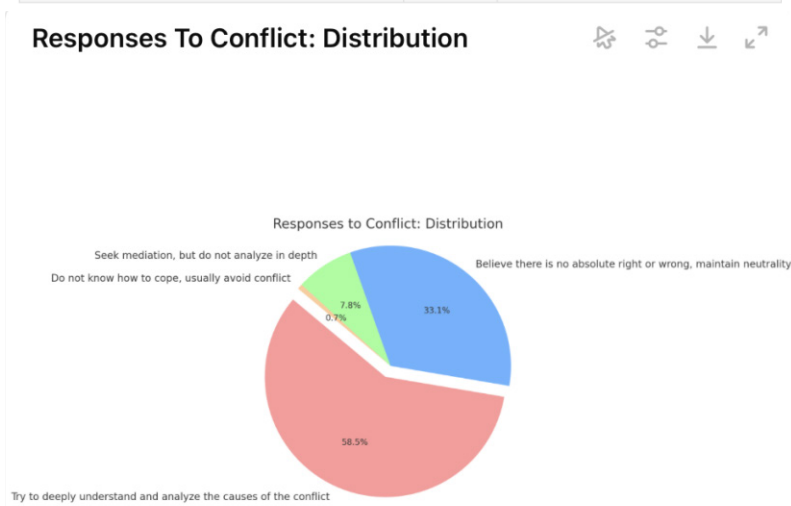


Figure 2. Survey Analysis 2

Analysis Conclusion: The vast majority of respondents tend to try to deeply understand and analyze the causes of the conflict, accounting for 58.45%. This indicates that respondents generally possess a strong cultural sensitivity and a willingness to resolve issues. Secondly, 33.1% of respondents chose to believe that there is no absolute right or wrong and maintain neutrality, reflecting a certain degree of openness and tolerance. However, this may also suggest a lack of motivation to actively resolve conflicts. Only 7.75% of respondents seek a mediation solution but do not analyze the situation deeply, indicating that their strategies for dealing with conflict may be more superficial. Finally, only 0.7% of respondents stated that they do not know how to handle the situation and usually avoid conflict, suggesting that the vast majority of people do not tend to avoid issues.

Improvement Suggestions: It is recommended to organize training on handling cultural conflicts, especially to enhance skills in seeking mediation solutions, to help employees analyze and communicate more effectively when facing conflicts. Additionally, team members could be encouraged to share their experiences in handling cultural conflicts to improve overall coping abilities and cultural adaptability.

Survey Analysis 3: Are you able to make clear value judgments when facing cultural differences?

Analysis Conclusion: According to the data analysis, most respondents are able to make some value judgments when encountering cultural differences. Among them, 47.18% of respondents stated that "it is very easy, and they can clearly distinguish cultural values," while 50% said "they can sometimes make judgments but lack confidence." This suggests that while most people are capable of making judgments, half of them still lack confidence. Only 2.82% of respondents indicated

that "it is difficult to make judgments and they are usually unsure," with no one unable to make any judgments.

Suggestions: It is recommended to provide training and guidance to address the lack of confidence among respondents, offering more knowledge and practical case studies about cultural differences to enhance their judgment ability and self-confidence when faced with different cultures. At the same time, encouraging open cultural exchanges and discussions can help individuals improve their understanding and evaluation of cultural differences in practice.

Options	Subtotal	Percentage
Very easy, able to clearly distinguish cultural values	67	47.18%
Sometimes able to make a judgment, but not confident enough	71	50%
Very difficult to make a judgment, usually uncertain	4	2.82%
Completely unable to make a judgment	0	0%
Valid Responses	142	

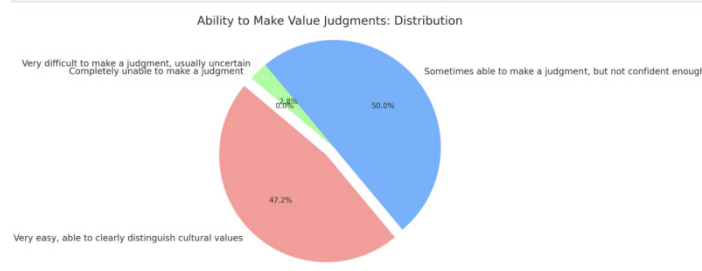


Figure 3. Survey Analysis 3

Survey Analysis 4: Are you able to use appropriate language skills (such as polite expressions, non-verbal communication, etc.) in intercultural communication?

Options	Subtotal	Percentage
Very comfortable, able to handle various situations	35	24.65%
Generally able to handle common situations	73	51.41%
Sometimes able to apply, but requires guidance	30	21.13%
Seldom able to apply flexibly	4	2.82%
Valid Responses	142	

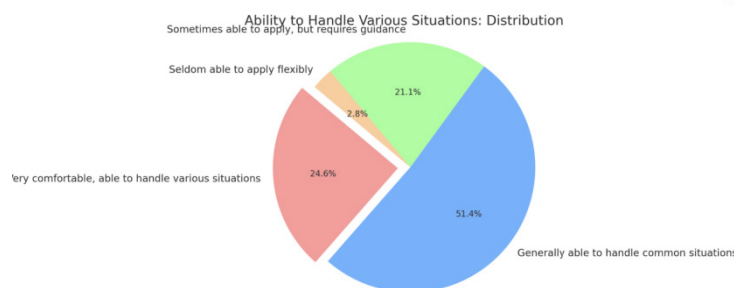


Figure 4. Survey Analysis 4

Analysis Conclusion: The data indicates that the vast majority of respondents demonstrate a certain level of ability in intercultural communication. Specifically, 51.41% of respondents stated that "they are generally able to handle common situations," suggesting that they can use language skills effectively in daily communication but may encounter difficulties in more complex situations. Meanwhile, 24.65% of respondents confidently stated, "they can handle various situations with ease," indicating strong intercultural communication skills.

However, 21.13% of respondents stated that "they can sometimes apply language skills but need guidance," and 2.82%

said "they rarely can use them flexibly," which reflects that some respondents still face notable challenges in intercultural communication.

Suggestions for Improvement: To enhance overall intercultural communication skills, the following measures can be considered:

(1) Conduct intercultural communication training, especially on common cultural differences and etiquette norms, to boost respondents' confidence and ability to handle such situations.

(2) Provide practical opportunities, such as organizing intercultural exchange activities or simulated scenarios, to allow respondents to practice and apply language skills in real environments.

(3) Introduce expert guidance to assist those who face challenges in communication by providing personalized feedback and advice to help them improve their abilities.

8. Conclusion

This study centers on the theme of "Cultural Consensus and Value Guidance," investigating the necessity and feasibility of integrating ideological and political education (IPE) into intercultural communication courses. By conducting a systematic literature review, designing detailed research methods, implementing teaching practices, and analyzing outcomes, the study provides both theoretical and practical guidance for the integration of intercultural communication and IPE in higher education. The findings reveal that defining dual objectives ("cultural consensus" and "value guidance") enhances students' intercultural communication skills, cultural confidence, and value analysis abilities. Furthermore, innovative teaching methods like interactive classrooms, project-based learning, and flipped classrooms proved effective in achieving these objectives. The study underscores the importance of robust teaching resources, systematic course design, and instructors' professional literacy in facilitating such integration, while positive student feedback highlights the model's success in fostering critical thinking, cultural pride, and social responsibility.

The integration of IPE into intercultural communication courses has significant implications for teaching model innovation, professional course development, and student capacity building. The study demonstrates how incorporating IPE enriches teaching models, providing universities with practical strategies for designing and optimizing intercultural communication curricula. This integration enhances students' comprehensive qualities, equipping them with intercultural communication skills, cultural confidence, and value discernment, which are essential for international competitiveness. Additionally, this approach strengthens national soft power by nurturing ambassadors of Chinese culture who can contribute to global understanding and cooperation. The findings also advance higher education reform, promoting the diversification of teaching methods, improving teacher training, and optimizing the development and use of teaching resources to support the effective integration of IPE into various disciplines.

Although this study achieved notable results, it acknowledges certain limitations and provides avenues for further exploration. Expanding sample sizes and research scopes to include diverse disciplines and teaching environments will enhance the generalizability of findings. Future studies should also explore innovative teaching models, optimize existing methods, and integrate modern educational technologies to better address the needs of different student groups. Interdisciplinary collaboration and the development of shared teaching platforms can further enrich the integration of IPE with professional courses, ensuring a comprehensive approach to intercultural communication education. Establishing systematic feedback mechanisms will enable continuous improvement of teaching models, ensuring their adaptability and effectiveness in evolving educational contexts.

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