

# Construction and Practical Paths of the Multi-Dimensional Linkage Ideological and Political Class Model

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**Abstract:** *This paper aims to address the practical issue of how to effectively integrate “forging a strong sense of community for the Chinese nation” into the fundamental task of “fostering virtue through education” in higher education institutions. In response to systemic dilemmas such as theoretical disconnection, fragmented practice, and lack of evaluation mechanisms in current integration practices, this study comprehensively adopts literature review, empirical investigation, and action research methods to construct a multi-disciplinary theoretical framework, design a three-level evaluation index system covering “cognition-emotion-behavior”, and propose a practical model of “multi-dimensional linkage ideological and political class”. The core of this model lies in achieving “three collaborative linkages”: the joint efforts of ideological and political courses and curriculum-based ideological and political education; the synergistic efficiency of the first class and the second class to deepen cognitive and emotional identification; and the two-way extension of the university’s small class and society’s big class, constructing a practical system integrating online and offline, research, publicity and assistance.*

**Keywords:** Forging a strong sense of community for the Chinese nation, Fostering virtue through education, Ideological and political class, Practical paths, Higher education.

## 1. Introduction

Forging a strong sense of community for the Chinese nation and consolidating the ideological foundation of college students can serve as the ideological guidance for the reform and practice of ideological and political education in colleges and universities, helping them implement the fundamental task of fostering virtue through education and better serve national strategies [1]. The 2014 Central Ethnic Work Conference first clearly proposed “adhering to laying a solid ideological foundation for the community of the Chinese nation”, which was officially written into the Constitution of the Communist Party of China in 2017, and “the great rejuvenation of the Chinese nation” was incorporated into the national Constitution in 2018, marking its elevation from a policy initiative to a political task of the whole Party and the will of the country’s fundamental law. In 2019, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council jointly issued the “Opinions on Comprehensively, Deeply and Persistently Carrying out the Creation of National Unity and Progress to Forge a Strong Sense of Community for the Chinese Nation”, which listed “school education” as a key position for forging this sense. As the main position and source project for talent training, the “foundation of colleges and universities lies in fostering virtue through education”. General Secretary Xi Jinping has repeatedly emphasized that “we must forge a strong sense of community for the Chinese nation and promote all ethnic groups to embrace each other like pomegranate seeds”, and closely combined it with the goal of “cultivating era-newcomers who can shoulder the responsibility of national rejuvenation”, revealing the deep value isomorphism between the two.

However, effectively integrating this top-level design into the whole process of fostering virtue through education in colleges and universities still faces challenges. Although existing research has achieved fruitful results, it generally has

the limitations of “three emphases and three neglects”: emphasizing macro policy interpretation while neglecting the exploration of micro educational laws; emphasizing a single disciplinary perspective while neglecting multi-disciplinary cross-integration; emphasizing local path exploration while neglecting systematic model construction. Therefore, exploring an effective set of practical paths and guarantee mechanisms has become a core issue urgently to be solved in the field of ideological and political education and ethnic work in colleges and universities.

## 2. Construction of the Research Framework

### 2.1 Definition of Core Concepts

**Forging a strong sense of community for the Chinese nation:** This study adopts the connotation defined in the white paper, with the “five identifications” (identification with the Chinese nation, Chinese culture, the Communist Party of China, socialism with Chinese characteristics, and the country) as the core, emphasizing the spiritual bond of shared weal and woe, honor and disgrace, life and death, and common destiny among all ethnic groups. It is a dynamic process of deepening and consolidating from cognition to emotion, then to will and behavior.

**Fostering virtue through education in colleges and universities:** It refers to colleges and universities taking moral education as the core, cultivating students’ moral qualities, ideals and beliefs, and social responsibility through the whole process and all-round education. The fundamental goal is to solve the problem of “what kind of people to cultivate, how to cultivate them, and for whom to cultivate them”, so as to achieve “educating people for the Party and the country”.

### 2.2 Review of Domestic and Foreign Research Status

Since 2014, “forging a strong sense of community for the

Chinese nation” has rapidly become a research hotspot in Chinese academic circles. Existing research shows three major characteristics: first, prominent research hotspots, with high-frequency keywords focusing on forging a strong sense of community for the Chinese nation, diversity in unity, national unity and progress, cultural identity, etc.; second, increasingly improved theoretical foundation, as scholars have explored the connotation, formation mechanism and core values of the Chinese nation community from the perspectives of ethnology, sociology, anthropology, etc.; third, increasing practical research, as researchers pay attention to training paths, including ethnic exchanges, interactions and integration, national system construction, economic development, ideological and political education, etc.

However, in the research on its integration with fostering virtue through education in colleges and universities, there are still obvious deficiencies: first, there is a disconnection between theory and practice, and the intermediate logic of how to transform macro theories into specific educational links in colleges and universities is insufficiently explained; second, there is a lack of in-depth research on different academic stages, especially the critical stage of colleges and universities, resulting in a shortage of targeted strategies; finally, the evaluation mechanism and effect assessment are not perfect, making it difficult to measure and continuously improve practical results. These research gaps provide a clear entry point for this study.

### **2.3 Theoretical Framework: A Multi-Disciplinary Integrated “Four-in-One” Model**

To overcome the fragmentation of existing research, this study constructs a “four-in-one” integrated theoretical framework of “theoretical connotation-logical connection-influencing factors-transformation path”.

**Theoretical Connotation and Logical Connection (Value Isomorphism):** Forging a strong sense of community for the Chinese nation and fostering virtue through education in colleges and universities have a natural isomorphism in value goals. The former’s “five identifications” provide the spiritual core and value guidance for the latter in the new era; the latter’s fundamental task of “cultivating era-newcomers” provides the core carrier and practical field for the cultivation of the former. Both are unified in the fundamental educational issue of “what kind of people to cultivate, how to cultivate them, and for whom to cultivate them”.

**Influencing Factors (Ecosystem Perspective):** Drawing on ecosystem theory, the integration process is examined in a three-level ecosystem of “macro-meso-micro”. The macro level refers to national ethnic policies and educational guidelines; the meso level refers to the curriculum system, campus culture, management mechanisms and resource allocation within colleges and universities; the micro level refers to the cognitive characteristics, emotional attitudes and behavioral patterns of individual teachers and students. The three interact with each other and jointly restrict the integration effect.

**Transformation Path (“Cognition-Emotion-Behavior” Model):** Following the law of values formation, the integration path

needs to realize the transformation from cognitive construction to emotional identification, then to behavioral practice. This requires educational practice to cover multiple links such as theoretical teaching, cultural infiltration, and practical experience, forming a closed-loop education chain.

This framework integrates Marxist ethnic theory (providing fundamental guidance), Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era (providing action guide), education (law of educating people), sociology (group identity theory), cultural anthropology (diversity-in-unity cultural view) and psychology (mechanism of values formation), laying a solid theoretical foundation for the subsequent current situation analysis and path construction.

## **3. Research Methods**

This study adopts a mixed research paradigm, with specific methods as follows: Literature review: systematically combing relevant domestic and foreign policy documents, academic works and papers to clarify the research status and theoretical foundation; Survey method: taking colleges and universities in Daqing as the core sample, collecting 809 valid questionnaires through questionnaire survey (respondents are mainly young students aged 19-25, 92.95% Han nationality and 7.05% ethnic minorities), supplemented by structured interviews, combining quantitative and qualitative methods to grasp the current situation of integration; Action research method: carrying out educational practice in the university where the research team is located, testing, revising and improving the “multi-dimensional linkage ideological and political class” model in practice through the cycle of “planning-action-observation-reflection”.

## **4. Current Situation, Problems and Cause Analysis**

### **4.1 Initial Achievements Obtained**

The survey shows that the current integration practice in colleges and universities has a certain foundation. At the cognitive level, 75.4% of the surveyed students said they “very much understand” or “relatively understand” the core connotation of “forging a strong sense of community for the Chinese nation”. In terms of curriculum integration, 92.09% of the students reported that relevant content has been reflected in ideological and political courses, professional courses or general education courses. In terms of activity effect, more than 90% of the students recognized that relevant thematic activities have a positive effect on enhancing national identity (44.87% believe it is “very helpful” and 45.86% believe it is “somewhat helpful”). This indicates that relevant policies and educational guidance have achieved initial results.

### **4.2 Core Problems and Their Root Causes**

Despite remarkable achievements, in-depth problems are still prominent, mainly manifested in three major dilemmas:

**Fragmented Integration of Theories:** Although ideological and political courses occasionally involve relevant content, they have not formed a systematic teaching module;

curriculum-based ideological and political education is highly dependent on the individual consciousness of teachers, and the excavation of national community elements in various disciplines is “point-like”, lacking interdisciplinary collaborative design and overall planning. The root cause lies in “insufficient dual theoretical support” and “theoretical transformation gap”, as teachers have an inadequate understanding of “why to integrate” and “how to integrate”.

**Simplified Practical Forms:** The second class activities are mostly short-term, festival-style activities such as “ethnic cultural festivals” and “thematic class meetings”, with the problem of “more formalized activities and less in-depth experience”. 38.2% of the students believe that the main problem is “single activity form”. Most of the activity content stays at the superficial cultural display such as costumes and food, and insufficiently touches on in-depth topics such as “all ethnic groups jointly participating in national construction”, making it difficult to deepen emotional identification.

**Lack of Evaluation Mechanisms:** Most colleges and universities have not established a scientific evaluation system. Evaluation mostly relies on process-oriented quantitative indicators such as “number of activity participants” and “number of courses offered”, lacking qualitative evaluation of students’ in-depth changes such as value identification. More importantly, there is a lack of a closed loop of “evaluation-feedback-improvement”, leading to a vicious circle of “emphasizing development, neglecting effects and improvement”.

The fundamental reason for these systemic problems is the failure to carry out top-level design from an ecosystem perspective and construct an integrated education system following the “cognition-emotion-behavior” law of values formation.

## 5. Construction of the “Multi-Dimensional Linkage Ideological and Political Class”

In response to the above problems, this study proposes the “multi-dimensional linkage ideological and political class model for forging a strong sense of community for the Chinese nation”, whose core is to realize “three collaborations and three linkages”.

### 5.1 Path 1: Joint Efforts of Ideological and Political Courses and Curriculum-Based Ideological and Political Education to Achieve Full Coverage of Value Guidance

#### 5.1.1 Main Channel of Ideological and Political Courses: Systematically Constructing Teaching Module System

Breaking through the mode of supplementing scattered knowledge points, a trinity integration method of “theory + case + practice” is built in core courses such as “Ideological and Moral Cultivation and Legal Basis” and “Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics”. For example, in “Ideological and Moral Cultivation and Legal Basis”, the formation history of the Chinese nation community is systematically taught according to the logic of “historical context - spiritual core - contemporary value”, and the fate

connection of “shared weal and woe” is explained with historical cases such as Zhang Qian’s mission to the Western Regions and Princess Wencheng’s marriage to Tibet. In the “Introduction” course, focusing on new-era cases such as poverty alleviation in Tibet and the cotton industry in Xinjiang, the policy connotation of “common prosperity and development of all ethnic groups” is analyzed, and local cases such as multi-ethnic builders of Daqing Oilfield are introduced to enhance sense of participation.

#### 5.1.2 Full Coverage of Curriculum-Based Ideological and Political Education: Precisely Excavating Disciplinary and Professional Integration Points

Based on disciplinary characteristics, realize the unity of “knowledge transmission” and “value guidance”. Humanities and social sciences courses offer special topics such as “community narratives in multi-ethnic literature”. Foreign language courses set “spreading national culture in multiple languages” as the goal, for example, English majors guide students to tell Chinese ethnic stories to the international community in English. Science and engineering courses break the misunderstanding of “separation of culture and technology”, for example, computer majors organize students to design e-commerce platforms for ethnic minority areas, allowing them to experience the significance of “science and technology helping ethnic development” in practice.

### 5.2 Path 2: Synergistic Efficiency of the First Class and the Second Class to Promote In-Depth Integration of Cognition and Emotion

#### 5.2.1 First Class: Innovating Teaching Methods to Deepen Cognition

Adopt interactive methods such as case teaching, group discussion and situational simulation. For example, through the comparative analysis of positive cases such as “3,000 orphans entering Inner Mongolia” and negative cases such as historical separatist activities, students can deeply understand the importance of national unity. Set up simulated scenarios of “multi-ethnic team project collaboration” to let students exercise cross-ethnic communication and collaboration skills in role-playing.

#### 5.2.2 Second Class: Building Brand Activities to Strengthen Emotional Identification

Construct a “daily and brand-oriented” activity system, surpassing the short-term festival model. The core carrier “Ethnic Culture Research Society” carries out regular activities: weekly “Ethnic Language Mini-Class” (teaching Manchu, Mongolian, etc.), monthly “Ethnic Culture Salon” (inviting intangible cultural heritage inheritors to share), and semesterly “Ethnic Culture Research” (excavating local ethnic minority cultural resources). Upgrade the “Ethnic Costume Exhibition” to “Ethnic Culture Creativity Festival”, integrating costume shows, food sharing, song and dance performances, and inviting local ethnic minority residents to participate, strengthening the emotional bond of “all ethnic groups are one family” in immersive experience.

### 5.3 Path 3: Two-Way Extension of the University’s Small

## Class and Society's Big Class to Promote Regularization of Behavioral Practice

### 5.3.1 Online Communication: Constructing a Multilingual and Multimodal Communication Matrix

Operate WeChat official accounts and set up special columns. Produce micro-documentaries such as "Life of Multi-Ethnic Residents in Daqing" and situational short plays on "sense of national community" on short video platforms, expanding communication power and influence in ways popular among young people, and empowering the high-quality development of education for forging a strong sense of community for the Chinese nation in schools with digital technology [2].

### 5.3.2 Offline Practice: Building an Integrated Platform of "Research + Publicity + Assistance"

Construct a "long-term and project-based" practice system. Organize students to conduct research on ethnic cultural inheritance and form research reports; establish an "University Publicity Group" composed of students from various ethnic groups to promote national unity stories in communities and primary and secondary schools; establish "one university, one community" paired assistance with multi-ethnic communities, carrying out after-school tutoring, cultural services and other activities, allowing students to internalize and externalize the sense of community in practical actions of serving society.

## 5.4 Effect Evaluation and Continuous Improvement Mechanism

To ensure the effective operation and continuous optimization of the model, it is necessary to establish a scientific evaluation and feedback mechanism, covering a three-level evaluation index system of "cognition-emotion-behavior". At the cognitive level, adopt hierarchical evaluation of "basic knowledge test + systematic understanding essay questions + professional-related application". It not only examines the memory of core concepts, but also evaluates the ability to connect theory with practice and apply it in combination with majors. At the emotional level, innovatively design a "national emotional tendency scale" for quantitative evaluation, and combine qualitative methods such as semi-structured interviews and analysis of students' essays and research reports to deeply explore the emotional depth and resonance of students. At the behavioral level, establish a comprehensive record of "behavior frequency + behavior quality + behavior ability". Record the number of activity participations through the campus system, measure the participation quality through achievement evaluation (such as the quality of research reports and publicity feedback), and evaluate the ability to solve practical problems in ethnic areas through situational simulation and feedback from practical units.

## 6. Conclusion and Prospect

This study systematically responds to the theoretical and practical problems of integrating forging a strong sense of community for the Chinese nation into the whole process of fostering virtue through education in colleges and universities.

The main conclusions are as follows: First, the two have inherent isomorphism in value goals, and integration is an inevitable requirement for colleges and universities to fulfill their responsibility of "educating people for the Party and the country". Second, while the current integration practice has achieved initial results, it is trapped in systemic dilemmas of "fragmentation, simplification and lack of mechanisms". Third, the "multi-dimensional linkage ideological and political class" model constructed in this study has been proven to be an effective path to solve the above dilemmas through the practical system of "three collaborations and three linkages". Fourth, the supporting three-level evaluation and dynamic closed-loop optimization mechanism are the key guarantees to ensure the sustainability and improvement of integration effects.

Looking forward to the future, the research can be further deepened in the following aspects: first, expand the research scope to verify the universality and differentiated application of the model. Second, deepen the research mechanism, explore and develop a digital evaluation platform, and improve the accuracy of evaluation with big data and emotional computing technology. Third, promote the transformation of results, strive to refine the mature model and mechanism into local educational policy recommendations, and expand the "university-local enterprise" collaborative education chain to achieve a win-win situation of education, service and development. Fourth, expand the research field, explore the construction of a whole-school connection mechanism under the background of "integration of ideological and political education in primary, secondary and tertiary schools", and study how to rely on university resources to organically combine the cultivation of the sense of national community with the international communication of Chinese culture, telling the story of the Chinese nation community to the world.

## Fund Project

1) Daqing Philosophy and Social Sciences Planning Research Project "Research on Integrating the Forging of a Strong Sense of Community for the Chinese Nation into the Entire Process of Fostering Virtue and Nurturing Talents in Higher Education" (DSGB2024126);

2) Key Teaching Reform Project of Daqing Normal University: Research on the Cross-Disciplinary Curriculum-Based Ideological and Political Construction Model of "Two Categories" and "Four Linkages" (JYZ2406).

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