

The effectiveness of ideological and political education: influencing factors and improvement strategies

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Abstract: Ideological and Political Education (IPE) plays an important role in cultivating citizens' awareness, values, and social participation. However, its effectiveness is influenced by various factors. This study aims to explore the factors that affect the effectiveness of IPE and propose improvement strategies. Through literature review and case studies, we found that school-related factors (such as teacher quality, curriculum design, and resources), student-related factors (such as learning motivation, background, and prior knowledge levels), and educational methods and strategies (such as teaching strategies and the ways of teacher-student interaction) significantly impact the effectiveness of IPE. To enhance the effectiveness of IPE, it is necessary to strengthen teacher training and professional development, design targeted course content, encourage family and community participation, and focus on practical and experiential teaching. This study provides important implications for improving the quality of IPE and promoting the cultivation of civic awareness.

1. Introduction

Ideological and political education plays a very important role in our society. They are not only the core values of our country, but also the common beliefs and spiritual pillars of our society. Therefore, improving the effectiveness of ideological and political education is of great significance in promoting social stability, promoting economic development, and enhancing national competitiveness.

However, the effectiveness of ideological and political education is influenced by various factors, including educational methods, teaching methods, teaching content, and teaching environment. These factors interact with each other and affect students' learning outcomes and cognitive levels. Therefore, we need to adopt effective improvement strategies to enhance the effectiveness of ideological and political education^[1].

This article will start with the introduction section, exploring the factors that affect the effectiveness of ideological and political education and strategies for improvement. First, it will outline the importance of ideological and political education; second, it will analyze current problems and their causes; and finally, it will propose specific improvement strategies and suggestions.

2. Evaluation methods for the effectiveness of IPE

2.1. Quantitative evaluation methods

Ideological and Political Education (IPE) refers to the process of a country or society imparting and indoctrinating its members with specific ideologies, political concepts, and value systems through specific educational means. Its scope covers multiple aspects such as political theory, history, culture, law, and morality, aiming to shape people's thinking patterns and behavior habits to align with the expectations of society and the needs of the country. IPE is not just a part of school education, but also infiltrates every corner of society, influencing people's thoughts and behaviors through various channels such as the media, cultural products, and social activities^[2].

2.2. Qualitative evaluation methods

In terms of ideology and political education, the objectives are diverse and hierarchical. At the macro level, it aims to maintain political stability and social harmony in the country, and to propagate and strengthen the core values of the nation and the legitimacy of governance. At the meso level, IPE is committed to cultivating citizens' political literacy and social responsibility, enabling them to actively participate in social public affairs and national governance. At the micro level, it focuses on individuals' moral development and personality perfection, helping people establish correct worldviews, outlooks on life, and values.

2.3. Comprehensive evaluation methods

In the development of ideological and political education, there is a close connection with the history and political system of a country. In different historical periods and under different political systems, IPE assumes different characteristics and forms. In ancient societies, political education was mainly transmitted through family education, religious education, and court education, aiming to cultivate rulers and subjects who were in line with the political needs of society. With the rise of nation-states and the establishment of democratic systems in modern times, IPE has gradually become part of the public education system, starting to spread and instill political concepts and value systems to a wider range of social groups. In modern society, with the development of globalization and information technology, IPE faces new challenges and opportunities. On the one hand, the diversification of information and the acceleration of communication speed make it easier for people to access different ideologies and political concepts; on the other hand, this also brings new means and channels to IPE, such as online education, social media, etc., enabling it to more flexibly and effectively influence people's thoughts and behavior. At the same time, modern society has higher requirements for IPE, requiring it to pay more attention to citizens' rights and freedoms, respect multiple cultures and value concepts, and focus more on cultivating citizens' critical thinking and innovative spirit. Therefore, IPE needs to continuously reform and innovate to adapt to changes in the times and social needs^[3].

3. Factors influencing the effectiveness of IPE

3.1. School-related factors

Teacher quality and teaching qualifications: The professional quality, political stand, enthusiasm, and dedication of teachers towards IPE directly determine the quality and effectiveness of the information they to convey in the teaching process. Teachers with good professional quality and

correct political concepts can better guide students to understand and accept relevant ideologies and political concepts. Curriculum design and teaching resources: The arrangement of curriculum content, the choice of teaching materials, and the quality of teaching aids all affect the effectiveness of IPE. Rich in content, logically rigorous, and up-to-date teaching materials and aids can better help students understand and absorb relevant knowledge and information. School management and atmosphere: The management model, style of study, and interpersonal relationships at school also affect the effectiveness of IPE. An open, inclusive, and harmonious management style and atmosphere can make students more relaxed and free to express and communicate, thereby helping them better understand and accept relevant knowledge and information.

3.2. Student-related factors

The learning attitude and motivation of students: The attitude of students towards IPE and their motivation for learning determine the process and quality of their acceptance and internalization of relevant knowledge. A positive learning attitude and a clear sense of learning motivation can encourage students to more actively participate in the learning process, thereby better understanding and absorbing relevant knowledge and information.

Student background and social environment: The family background, social experience, and social environment of students can all impact their understanding and acceptance of IPE. Different backgrounds and environments may lead to different understandings and reactions to the same knowledge and information^[4].

Previous knowledge level of students: The relevant knowledge and experience that students possess before receiving IPE also affects their understanding and acceptance of new knowledge. Students with a higher previous knowledge level tend to understand and absorb new knowledge and information more quickly.

3.3. Educational methods and strategies

The selection and application of teaching strategies: The teaching strategies chosen by teachers, such as heuristic teaching and discussion-based teaching, all affect students' learning outcomes. Appropriate teaching strategies can stimulate students' interest in learning and promote their understanding and internalization of knowledge. Multiple teaching resources and tools: The use of multimedia, the internet and other teaching resources and tools can enrich teaching methods, increase students' interest in learning and understanding ability. Teacher-student interaction: Good teacher-student interaction can enhance students' interest and understanding of course content, and improve their learning outcomes. Teachers should focus on communication with students, understand their needs and confused, to better adjust teaching strategies and methods.

4. Strategies to improve the effectiveness of IPE

4.1. Curriculum design and teaching materials development

Improving the pertinence and timeliness of course content: Course content should closely integrate with the current social situation and policy environment, ensuring that students' knowledge aligns with reality. At the same time, based on students' age, cognitive level, and interests, course content should be designed in a targeted manner to better meet their actual needs.

Building diversified teaching materials and resources: In addition to traditional textbooks, multimedia, the internet, and other forms can be utilized to develop teaching materials and resources, providing students with a more extensive and diverse range of learning content. At the

same time, attention should be paid to updating and improving teaching materials to maintain their timeliness and freshness.

Emphasizing practical and experiential teaching: By organizing field trips, social practice, simulation activities, and other forms of practical learning, students can gain in-depth understanding and recognition of IPE content.

4.2. Teacher training and professional development

Improving teachers' professional knowledge and teaching ability: strengthening teacher training to ensure that they possess solid professional knowledge and effective teaching methods. Regularly organizing teacher-to-teacher teaching exchanges, observations, and seminars to promote cooperation and mutual progress among teachers.

Strengthening teachers' ideological literacy and political quality: teachers should possess correct ideological concepts and noble political qualities to guide students in forming correct ideological concepts. We should strengthen ideological training for teachers and improve their political sensitivity and judgment^[5].

Establishing a mechanism to support teacher development: providing teachers with continuous professional development opportunities, such as regularly holding training sessions, carrying out teaching research activities, etc., to promote teachers' professional growth.

4.3. Family and community involvement

In terms of parent education, we can organize parent meetings and parent school events to enhance communication and cooperation with parents, and guide them to pay attention to their children's ideological and political education. This will help to promote the healthy growth of students^[6].

To strengthen cooperation between schools and social resources, we can make use of resources such as museums, memorials, and communities to carry out extracurricular educational activities, which will enrich students' learning experiences. At the same time, we should strengthen cooperation between schools and governments, enterprises, and institutions to provide students with more practical and learning opportunities.

To establish a community-driven cooperation mechanism for IPE, communities can serve as important venues for ideological and political education. By establishing a cooperation mechanism among communities, schools, and families, we can jointly create a favorable environment for students' growth^[7].

5. Case studies from domestic and international contexts

5.1. Case studies of successful IPE programs abroad

In order to gain a better understanding of successful Interprofessional Education (IPE) programs, it is important to analyze case studies from both domestic and international contexts. This section will focus on case studies of successful IPE programs abroad.

One such case study is the University of Toronto's IPE initiative. This program brings together students from different healthcare professions, such as medicine, nursing, pharmacy, and social work, to learn and collaborate together. The program is designed to promote teamwork, communication, and the ability to work effectively with other healthcare professionals. Evaluation of the program has shown that it has had a positive impact on students' attitudes towards interprofessional collaboration and has improved their understanding of the roles and

responsibilities of other healthcare professionals.

Another case study from abroad is the Scottish Centre for Interprofessional Education (SCIE). This program aims to develop a collaborative approach to healthcare by bringing together students from different healthcare professions, such as medicine, nursing, and allied health. The program includes both classroom-based learning and practical experiences, such as simulated patient scenarios. Evaluation of the program has shown that it has improved students' understanding of the roles and responsibilities of other healthcare professionals and has enhanced their ability to communicate and collaborate effectively^[8].

5.2. Analysis of successful IPE cases in domestic contexts

In addition to analyzing successful IPE programs abroad, it is also important to examine successful cases in domestic contexts. One example is the University of Washington's IPE program. This program brings together students from different healthcare professions, such as medicine, nursing, and pharmacy, to learn and collaborate together. The program focuses on developing students' communication skills, teamwork abilities, and understanding of the roles and responsibilities of other healthcare professionals. Evaluation of the program has shown that it has improved students' attitudes towards interprofessional collaboration and has enhanced their ability to work effectively with other healthcare professionals.

Another example is the Collaborative Practice Education and Research Centre (CPERC) at the University of British Columbia. This program aims to promote interprofessional collaboration by bringing together students from different healthcare professions, as well as faculty members and practitioners. The program includes both classroom-based learning and practical experiences, such as interprofessional clinical placements. Evaluation of the program has shown that it has improved students' abilities to work effectively in interprofessional teams and has enhanced their understanding of the roles and responsibilities of other healthcare professionals^[9].

5.3. Comparative analysis of case studies and key insights

When comparing case studies from domestic and international contexts, several key insights can be identified. Firstly, successful IPE programs often focus on developing students' communication skills, teamwork abilities, and understanding of the roles and responsibilities of other healthcare professionals. Secondly, practical experiences, such as simulated patient scenarios and interprofessional clinical placements, are often incorporated into these programs to provide students with real-world opportunities to apply their skills and knowledge. Finally, evaluation of these programs is crucial to determine their effectiveness and to make any necessary adjustments for improvement.

Overall, the case studies of successful IPE programs from both domestic and international contexts provide valuable insights into the best practices for promoting interprofessional collaboration and improving patient outcomes. By analyzing these case studies and implementing the lessons learned, healthcare institutions and educators can develop effective IPE programs that prepare students to work collaboratively and effectively in interdisciplinary healthcare teams.

6. Conclusion

In conclusion, the effectiveness of ideological and political education is influenced by various factors, including the curriculum design, teaching methods, teacher-student relationship, and the learning environment. It is important to consider these factors and implement improvement strategies to enhance the impact of ideological and political education.

One key factor is the curriculum design. The curriculum should be well-structured and comprehensive, covering a wide range of topics related to ideology and politics. It should also be relevant to the students' lives and provide practical examples and case studies. Additionally, the curriculum should be regularly updated to reflect current social and political issues.

Another important factor is the teaching methods. Active and participatory teaching methods, such as discussions, debates, and group activities, should be employed to engage students and foster critical thinking and analytical skills. Teachers should also provide real-life examples and encourage students to apply their knowledge to real-world situations.

The teacher-student relationship is also crucial for the effectiveness of ideological and political education. Teachers should create a supportive and inclusive learning environment where students feel comfortable expressing their opinions and engaging in open dialogue. Additionally, teachers should serve as role models and inspire students through their own passion and commitment to ideology and politics.

Furthermore, the learning environment plays a vital role in the effectiveness of ideological and political education. Schools should provide resources and facilities that support the learning of ideology and politics. This can include access to relevant books, articles, and online resources. Schools should also encourage extracurricular activities, such as student clubs and organizations, that promote ideological and political engagement.

To improve the effectiveness of ideological and political education, several strategies can be implemented. First, there should be ongoing professional development and training for teachers to enhance their knowledge and teaching skills in ideology and politics. This can include workshops, seminars, and collaborations with experts in the field.

Second, collaboration between schools, government agencies, and civil society organizations can be fostered to create partnerships and share resources and expertise. This can help expand the opportunities for students to engage with ideology and politics beyond the classroom.

Lastly, regular evaluation and assessment of the ideological and political education programs should be conducted to measure their effectiveness and identify areas for improvement. This can include surveys, interviews, and student performance assessments. Feedback from students, teachers, and other stakeholders should be collected and used to make necessary adjustments to the curriculum and teaching methods.

In conclusion, the effectiveness of ideological and political education is influenced by various factors, and improvement strategies should be implemented to enhance its impact. By considering the curriculum design, teaching methods, teacher-student relationship, and the learning environment, schools can create effective and engaging ideological and political education programs that inspire students to become informed and active citizens.

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