ISSN 2663-8169 Vol. 8, Issue 9: 48-53, DOI: 10.25236/IJNDE.2026.080908

Thoughts and Practices on the Construction of Curriculum-Based Ideological and Political Education in Industrial Economics

Bingying Luo[1,a,*]

[1]*Guangzhou City University of Technology, Guangzhou, 510800, China*
[a]*luobingying@gcu.edu.cn*
[*] *Corresponding author*

Abstract: *To address the separation between ideological and political education and professional teaching in the Industrial Economics course, the course team, based on teaching practice, has constructed a four-dimensional integrated curriculum-based ideological and political education system featuring "point, line, surface, and volume." The course team has developed typical cases of China's industrial practice, such as the development history of the new energy vehicle industry, and adopted the three-step teaching method of case immersion, theoretical interpretation, and value sublimation along with online-offline blended teaching to deliver the course, providing practical reference for the construction of curriculum-based ideological and political education in economics courses at application-oriented universities.*

Keywords: *Industrial Economics; Curriculum-Based Ideological and Political Education; Four-Dimensional Integrated System; Case Teaching*

1. Introduction

Curriculum-based ideological and political education is an important measure for ideological and political work in colleges and universities in the new era, and a key link in fulfilling the fundamental task of fostering virtue through education. In 2020, the Ministry of Education of the People's Republic of China issued the Guidelines for the Construction of Curriculum-Based Ideological and Political Education in Higher Education Institutions, which explicitly stated that "all types of courses should move in the same direction as ideological and political courses, forming a synergistic effect." Against this backdrop, economics courses have a unique advantage and an urgent need for curriculum-based ideological and political education, given their close ties to the practice of the socialist market economy.

As a core course in the economics major, Industrial Economics is highly consistent with China's economic development practice in terms of its theoretical sources, research objects, and real-world concerns. Traditional teaching, however, tends to favor Western theory over Chinese practice and mathematical models over value guidance, resulting in a separation between ideological and political education and professional teaching. How to integrate the stance, viewpoints, and methods of Marxist political economy into the teaching of Industrial Economics based on the course's own characteristics, and how to build a curriculum-based ideological and political education model with Chinese characteristics, have become important issues that need to be addressed urgently.

Based on classroom practice, this paper summarizes the construction ideas, case design, teaching methods, and practical results of the "point, line, surface, and volume" four-dimensional integrated system for curriculum-based ideological and political education in Industrial Economics, with the aim of providing reference for the construction of curriculum-based ideological and political education in economics courses at application-oriented universities.

2. Research Status of Curriculum-Based Ideological and Political Education

Early theoretical explorations of curriculum-based ideological and political education focused on its value and significance, emphasizing the role of implicit education as a complement to explicit ideological and political education [1]. Attention later shifted to construction pathways, with scholars

ISSN 2663-8169 Vol. 8, Issue 9: 48-53, DOI: 10.25236/IJNDE.2026.080908

proposing plans for implicit education from the perspective of coordination among courses, majors, and disciplines, and identifying teaching methods, coordination channels, faculty teams, and management systems as key areas for concerted efforts [2]. As for the implementation pathways of curriculum-based ideological and political education in a single course, three main approaches currently stand out. The first takes a spatial perspective, proposing the use of first, second, and third classrooms to achieve all-round education [3]. A second strand adopts a collaborative education lens, arranging teaching components systematically under the logic of integration and reform [4]. A third strand turns to digital tools, examining how curriculum-based ideological and political education might be transformed in the age of artificial intelligence [5]. These strands have undoubtedly broadened the methodological repertoire of curriculum-based ideological and political education. Even so, several gaps persist. To begin with, the structural relations among dimensions remain loosely defined, and an internal generative logic is largely absent. In addition, China's industrial practice in building its modernization system has not been adequately drawn upon as a source of cases. Finally, the existing literature tends to concentrate on how teachers design instruction, whereas the chain of observable evidence concerning student development is still in need of reinforcement.

The present study seeks to make a contribution on three fronts: by strengthening the internal structural logic of curriculum-based ideological and political education, by introducing cases from China's industrial practice, and by integrating observable evaluation of student development.

3. Overall Design of Curriculum-Based Ideological and Political Education

This course is built around the talent cultivation goals of the economics major at application-oriented universities and has developed a four-dimensional integrated system featuring "point, line, surface, and volume."

3.1 "Point": Precise Embedding of Core Ideological and Political Elements

"Point" refers to the precise embedding of core ideological and political elements into the knowledge points of each chapter.

The course team systematically reviewed the textbooks and teaching content of Industrial Economics, and, taking into account the features of the new era, distilled core ideological and political elements such as scientific and technological self-reliance and self-strengthening, an effective government and an efficient market, common prosperity, fair competition, ecological civilization, and coordinated regional development, matching them one by one with specific knowledge points. In practice, the team discusses industrial chain security and scientific and technological self-reliance in the introductory chapter, examines the micro-foundations of common prosperity in the chapter on firms, addresses fair competition and the spirit of the rule of law in the chapter on market structure, emphasizes green development in the chapter on industrial structure optimization, and highlights complementary advantages and coordinated development in the chapter on industrial structure layout.

3.2 "Line": Threading Through China's Industrial Development Practice

By "line," we mean using China's industrial development practice as the thread that runs through the course. In teaching, the evolution of theories such as industrial organization and industrial structure is tied closely to national development strategies. Instead of proceeding by abstract deduction, the course draws on real development trajectories as its teaching threads—the leap of China's new energy vehicle industry from "trading market access for technology" to independent innovation, the transformation of Anji in Zhejiang from a mining economy to eco-tourism, and the construction of the Chengdu-Chongqing twin-city economic circle. Through these cases, students come to grasp how industrial economics theory has evolved, while also seeing what Chinese-style modernization has achieved in practice.

3.3 "Surface": A Three-Dimensional Teaching Model of "Theory, Cases, and Practice"

"Surface" here refers to the deep integration of professional theory with industrial reality, carried out through a three-dimensional teaching model of "theory, cases, and practice." In the theoretical dimension, priority goes to the methodological guidance of Marxist political economy and socialist economic theory with Chinese characteristics. In the case dimension, typical cases from Chinese

ISSN 2663-8169 Vol. 8, Issue 9: 48-53, DOI: 10.25236/IJNDE.2026.080908

industry are developed to cover all core chapters of the course. In the practice dimension, the Chaoxing Learning platform and artificial intelligence platforms are used to expand learning scenarios and to cultivate students' capacity for independent learning. These three dimensions reinforce one another and advance in cycles, together forming a complete teaching coverage.

3.4 "Volume": Three-Dimensional Shaping of Students' Cognitive Structure

"Volume" is about the cognitive structure students build when they put industrial understanding, value judgment, and practical intention together. We can see this structure in three ways: students can use the tools of industrial economics to analyze China's industrial problems; they consciously bring values like social equity and national security into that analysis; and they show stable behavioral tendencies in course papers, academic competitions, and future plans. The course also assesses its ideological and political education outcomes through four components: industrial analysis reports, value reflection journals, academic competition results, and thesis topic directions.

4. Teaching methods

4.1 The Three-Step Teaching Method of "Case Immersion, Theoretical Interpretation, and Value Sublimation"

In this course, ideological and political education is woven into professional teaching through a three-step method. The instructor starts by pulling students into a real industrial context, using video, data, and similar materials. Students then join the instructor in discussing, analyzing, and interpreting industrial phenomena with the tools of industrial economics, so that a solid theoretical foundation is built through classroom learning and discussion. In the last step, the instructor uses questions or discussion to guide students toward value concepts that fit with socialist values and emerge from the specific case. This is where the ideological and political goal of the course is met.

The three-step method comes out of the particular character of curriculum-based ideological and political education and out of actual classroom practice. Cognitive load theory, for one, holds that instructional design based on information chunking can lower intrinsic cognitive load [6]. The three-step method follows this logic of chunked design. It is not overly complex, nor does it break the teaching content into fragments, so that students' cognitive leaps can unfold step by step. Second, whereas traditional case teaching tends to pursue open-ended conclusions, the three-step method gives the instructor a clear role in value guidance. By weaving the methodology of Marxist political economy into industrial analysis, the instructor addresses the question of "what kind of person to cultivate" that curriculum-based ideological and political education poses. Third, each unit of the three-step method runs 15 to 20 minutes, refining the participatory learning segment of the BOPPPS six-step teaching model. In this course, the three-step structure has been tested with 151 students and has struck a balance between clear procedures and sustained depth of value.

4.2 Extension Through Blended Online and Offline Teaching

This course runs on the Chaoxing Learning platform and also makes use of AI platforms like Coze and Kimi. Study guides, MOOC videos, current-affairs reading materials, and exercises have all been gathered into a digital resource library. Chaoxing handles class management and keeps electronic resources in one place. The AI platforms play a supporting role: students turn to them when they need to search for industry information, pull it together, work through data, or run an analysis. What these online resources do is support students as they learn professional knowledge on their own. They also give students space to get better at using AI tools, which adds a practical and interactive element to what would otherwise be fairly theoretical teaching [7]. Online discussions and teacher-student exchanges follow topics such as policy debates in the new energy vehicle industry and antitrust enforcement in the platform economy. The point is to let ideological and political education do its work quietly, without drawing attention to itself.

ISSN 2663-8169 Vol. 8, Issue 9: 48-53, DOI: 10.25236/IJNDE.2026.080908

5. Ideological and Political Teaching Practice in Courses

5.1 Case Development and Application

In the Industrial Economics course, case teaching does much of the work when it comes to curriculum-based ideological and political education. The course team has put together a teaching case library that runs through the whole course and matches what is taught in Industrial Economics. When selecting cases, the team looks for three things: whether the case is authentic, whether it is typical, and whether it can be analyzed. Major cases as well as ideological and political elements can be listed in the following table 1.

Table 1: Major Ideological and Political Education Cases in Industrial Economics Course

Industrial Economics Teaching Content	Cases Applied & Ideological and Political Elements
Introduction to Industrial Economics	Cases: Huawei's Nanniwan Plan; Evolution of Shenzhen's Industrial Structure.
	Ideological and Political Elements: Industrial chain security and technological self-reliance; Achievements and experience of reform and opening-up.
Theoretical Foundations and Development of Industrial Economics	Cases: Development history of China's new energy vehicle industry.
	Ideological and Political Elements: Technological self-reliance and innovation; Institutional advantages of an active government combined with an effective market.
Industrial Organization: Enterprises	Cases: Pangdonglai's corporate governance practices.
	Ideological and Political Elements: Oriental humanistic enterprise theory; Confucian ethics of family-style management and unity of righteousness and benefit; Micro-foundations of common prosperity.
Industrial Organization: Markets	Cases: Didi Chuxing's predatory pricing.
	Ideological and Political Elements: Market order and fair competition; Corporate social responsibility and business ethics; Digital economy governance and rule of law.
Industrial Organization: Competition	Cases: Competition in the shared bicycle industry.
	Ideological and Political Elements: Prisoner's dilemma and government regulation; Green, low-carbon, and circular economy.
Industrial Structure: Evolution	Cases: Evolution of China's industrial structure; the "4 Trillion Yuan" plan from the perspective of capital supply.
	Ideological and Political Elements: Independent control of key core technologies; Combining concentrated efforts with scientific decision-making; Development perspective of historical materialism.
Industrial Structure: Interrelationships	Cases: Interrelationships in China's digital economy industries.
	Ideological and Political Elements: Institutional advantages of Digital China; Industrial security and risks of "choking points"; Cultural confidence in empirical data.
Industrial Structure: Optimization	Cases: Industrial transformation and science and technology innovation policies in Anji, Zhejiang.
	Ideological and Political Elements: New development philosophy and high-quality development; Ecological industrialization and industrial ecology.
Industrial Structure: Layout	Cases: From the Western Development Strategy to the Chengdu-Chongqing Twin-City Economic Circle.
	Ideological and Political Elements: National coordination and regional balanced development; Institutional advantages of common prosperity.

Specifically, the most representative case concerns the new-energy vehicle industry. Here the SCP framework is used to examine the oligopolistic market structure dominated by joint ventures during the large-scale demonstration phase, the market behavior of rent-sharing collusion, and the market performance marked by technological hollowing out. Students thereby come to see why independent innovation is so urgent. The analysis then asks how the government responded to subsidy fraud. It rolled back subsidies in stages and, over time, brought in new institutional arrangements such as the

ISSN 2663-8169 Vol. 8, Issue 9: 48-53, DOI: 10.25236/IJNDE.2026.080908

dual-credit policy. Students begin to see that a proactive government does not simply set rules and step back, it governs in a dynamic way. The case then turns to the theory of contestable markets and looks at two episodes: BYD's vertical integration of its industrial chain to cut costs during the phase of explosive growth, and the "catfish effect" that Tesla's entry into the Chinese market set off. Both suggest that cutting-edge industrial economics theories still hold up when applied to China.

In addition, Pangdonglai Trading Group is a case with a striking contradiction: it refuses to expand nationwide, pays workers more than the industry average, publicly discloses costs when setting prices, and closes every Tuesday—yet it still holds a high market share, keeps employee turnover low, and performs remarkably well. The course walks through this in three steps. First, it lays out these unusual practices. Judged by neoclassical firm theory, many of them simply don't add up, and students quickly sense that something is off—that Western mainstream theory isn't the master key after all. Second, it shifts to a different lens: an Eastern humanistic theory of the firm, translating family-style management and the Confucian ethic of integrating righteousness with profit into a language modern corporate governance can understand. Third, it zooms out and connects the case to larger issues—the people-centered development philosophy and the microfoundations of common prosperity.

What's more, in the market section in industrial organization, a case follows Didi from 2012 to 2025 in chronological order: the subsidy wars, market concentration, rising prices, safety incidents, the antitrust investigation, the delisting and regrouping, and then a slow recovery. As students trace this arc, they can see how monopoly in the platform economy took shape step by step, and why governing it is so hard. The huge subsidies burned every day show what unchecked capital expansion can do; the about-face in pricing strategy shows what a lack of integrity costs; and the roadblocks in the antitrust investigation show that building the rule of law is no overnight task. In class, students should especially be pushed to weigh this question: when a platform is defended for efficiency, and criticized for harming competition, how do you balance the two? That is exactly where critical thinking—daring to question and skilled at analyzing—gets built.

5.2 Outcomes of the Course Development

During the development period, the course team completed teaching tasks for three economics major classes, covering a total of 151 students. Based on the teaching evaluation results, the majority of students participated in the assessment, and participating students, alongside peer faculty involved in the review, affirmed the ideological and educational outcomes of this course. They acknowledged that the development team successfully integrated disciplinary frontiers, real-world cases, and social hot topics to enhance the practicality of learning content and effectively explore related ideological and political elements.

In terms of student learning achievements, most students demonstrated the ability to skillfully apply specialized knowledge tools, such as the SCP framework and input-output tables, to analyze real-world industry problems in their industry analysis reports and final examinations. Their specific industry analyses reflected a sense of responsibility and commitment befitting young people in the new era. The submitted value journals demonstrated students' recognition of the course's value guidance and their genuine internalization of socialist core values.

Regarding discipline competitions and graduation thesis topics, students actively participated in university-level innovation and entrepreneurship competitions with projects focused on industry research. Over 30% of graduation theses supervised by the teaching team involved research on industry-related issues.

In the area of shareable teaching resources, the course team completed revisions to the syllabus, lesson plans, and teaching materials. They developed representative case studies and produced corresponding instructional micro-videos and classroom recording videos, providing valuable teaching resources for similar courses.

6. Conclusion

This study set out to address a practical problem: in the Industrial Economics course, ideological and political education and professional teaching have long operated on separate tracks. Our response has been to build a four-dimensional integrated system of "point, line, surface, and volume," anchored in cases drawn from China's own industrial experience. The new energy vehicle industry, Anji's ecological transformation, and the Chengdu-Chongqing economic circle are not illustrations added on

ISSN 2663-8169 Vol. 8, Issue 9: 48-53, DOI: 10.25236/IJNDE.2026.080908

at the end of a lecture; they are the material through which students learn to think like industrial economists.

Practice across 151 students suggests that this approach works. Students can use the SCP framework and input-output tables to analyze real industries, and their value journals show that concepts such as common prosperity and scientific self-reliance have taken root. Over 30% of graduation theses supervised by the team now address industry-related questions.

We do not claim that this model is complete. The tension between open-ended case discussion and directed value guidance remains difficult to manage, and our evaluation tools are still coarse. This study does not aim to offer a one-size-fits-all solution, but rather to contribute a referable approach and some transferable experience for the construction of curriculum-based ideological and political education in economics courses at application-oriented universities.

References

[1] Wanqing Wei and Xin Yang. Overcoming educational silos: a mixed-methods framework for Curriculum Ideological-Political Education in China[J]. Frontiers in Education, 2026, 10: 1670492.
[2] Liu Wei and He Chunyan. Curriculum-Based Ideological and Political Education: Research Focuses and Evolution[J]. International Education Studies, 2022, 15(5): 28-35.
[3] Jun Zhang and Jianzheng Jiang and Xinglei Li. Research on the Construction Path of Three Classrooms Ideological and Political Education Systems for Foreign Language Majors in Higher Normal Universities from the Perspective of OBE[J]. Contemporary Education Frontiers, 2025, 3(6): 145-151.
[4] Li Hongmei and Zhang Haihang. Discussion on the Ideological-political Construction of Programming Courses under the Collaborative Education Mode[M]. Atlantis Press International BV, 2025, 87-93.
[5] Yang, F., Research on Double Closed-Loop AI Ideological and Political Education Based on Multimodal Real-Time Intervention and Value Identity Promotion[J]. International Journal of Web-Based Learning and Teaching Technologies, 2026, 21(1): 1-18.
[6] Munyofu, M., Swain, W. J., Ausman, B. D., Lin, H., Kidwai, K., & Dwyer, F.. The effect of different chunking strategies in complementing animated instruction[J]. Learning, Media and Technology, 2007, 32(4): 407–419.
[7] Xiaoyu Shang and Shuairan Tang and Yijie Xin. Research on the Application Potential, Risks and Challenges of Generative AI in University Ideological and Political Education and Ethical Regulation[J]. International Journal of New Developments in Education, 2025, 7(10): 30-36.