

Research on the Construction Strategy of "Walking Ideological-Political Courses" and "Venue-based Ideological-Political Courses" from the Perspective of K-12-University Ideological-Political Integration

-- A Case Study of Shenyang

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Abstract

The integrated development of ideological-political courses across primary, secondary and higher education acts as an important project for implementing the fundamental task of fostering virtue through education. "Walking ideological-political courses" and "venue-based ideological-political courses" connect classroom teaching with social practice and serve as important carriers for integrated practical teaching. Shenyang owns 137 key venues covering red culture, industrial heritage and historical culture, which create natural conditions for venue-based ideological-political education developed from Liaoning's "Six-sites" red resources. Adopting literature research, field investigation, case analysis and action research, this paper conducts empirical investigation on the construction status of dual ideological-political courses in Shenyang. Research findings reveal three prominent practical dilemmas at municipal level: fragmented and superficial resource integration, disconnected and homogenized curricula across different educational stages, and imperfect supporting guarantee mechanisms. Multi-departmental management of venue resources, insufficient gradient curriculum design and absence of cross-department coordination jointly restrict educational effectiveness. Based on collaborative governance theory, cognitive-development-stage theory and embodied-learning theory, this study constructs a three-dimensional collaborative construction framework of "resource-curriculum-mechanism". From the resource dimension, a cross-department venue-resource sharing database is built to boost digital teaching development and implement urban-suburban school-venue pairing modes. From the curriculum dimension, segmented integrated curriculum clusters are developed following the cognitive logic of "enlightenment-cognition-speculation". From the mechanism dimension, an education-culture-tourism dual-group leadership system is established, the joint teacher-training system is improved, and a closed-loop assessment-incentive system is constructed. This study puts forward operable paths suitable for industrial hero cities and provides practical references for similar domestic cities to carry out integrated venue-based ideological-political construction covering primary, secondary and higher education.

Keywords

K-12-university ideological-political integration, walking ideological-political courses, venue-based ideological-political courses, school-museum collaboration, Liaoning "Six-sites" red resources, Shenyang.

1. Introduction

The integrated advancement of ideological-political courses for primary, secondary and higher education constitutes a key task for moral education and connotative development of ideological-political education. *Opinions on Utilizing Museum Resources to Carry out Educational and Teaching Activities in Primary and Secondary Schools*, jointly issued by the Ministry of Education and the National Cultural Heritage Administration, states that cultural-relic venues shall deeply participate in national education and integrate museum resources into school teaching systems [2]. Against such policy background, "walking ideological-political courses" and "venue-based ideological-political courses" break the boundaries of traditional classrooms. They deliver experiential practical teaching via memorial halls, industrial sites and historical relic sites, and become vital implementation paths for K-12-university ideological-political integration.

Liaoning's "Six-sites" red resources refer to the starting place of the War of Resistance against Japanese Aggression, the turning point of the Liberation War, the material source of the national anthem, the departure place for the War to Resist U.S. Aggression and Aid Korea, the birthplace of China's modern industry, and the birthplace of Lei Feng Spirit. As a regional central city in Northeast China, Shenyang preserves a large number of anti-war relics, industrial heritage and hero-memorial sites, with a total of 137 key venues. Some local universities have built the practical-teaching brand "Footprint Nourishing the Mind". Courses jointly developed by September 18th History Museum and local universities have been selected as national-level demonstration projects for great ideological-political courses. Nevertheless, a regular venue-based ideological-political education system covering primary, secondary and higher education has not been fully established from the municipal perspective. Practical obstacles still exist in resource coordination, curriculum design and institutional guarantee, which call for systematic empirical research.

Existing domestic studies mostly focus on individual university cases or isolated school-museum cooperation within a single educational stage. Some literatures interpret theoretical connotations of great ideological-political courses and analyze teaching values of venue resources [1]; other works summarize practical experience of local red-resource application [3]. Empirical researches targeting prefecture-level cities, covering complete basic and higher-education stages, and balancing red-cultural and industrial-heritage resources remain relatively limited.

Foreign relevant studies mainly focus on informal museum education. Museums are defined as social-education spaces for teenagers. Relevant researches emphasize situational experience, inquiry-based learning and long-term school-museum cooperation mechanisms [10]. Embodied-learning theory and situated-cognition theory provide theoretical support for venue-oriented teaching. However, essential differences exist in educational objectives and curriculum systems between China and foreign countries. Foreign practical models cannot be directly transplanted into domestic ideological-political education scenarios.

This research delivers threefold values. Theoretically, it integrates collaborative governance theory, cognitive-development-stage theory and embodied-learning theory. It expands the analytical framework for venue-based ideological-political integration within industrial-city contexts and enriches researches on teaching transformation of local red and industrial cultural resources. Practically, taking 137 key venues in Shenyang as research objects, this paper identifies practical bottlenecks and proposes executable construction plans. It offers decision-making references for local educational, cultural and tourism administrative departments [7]. Relevant experience can be referenced by domestic industrial cities and promotes the transformation of cultural-relic venues from simple visiting sites into regular educational spaces.

This research follows the progressive logic of "investigation and diagnosis-system construction-practical verification-optimization and promotion". First, literature review and field investigation clarify realistic conditions and existing problems of venue-based ideological-political education in Shenyang. Second, a three-dimensional "resource-curriculum-mechanism" framework is constructed based on Liaoning "Six-sites" resource endowments. Third, action research is carried out in selected pilot schools and venues to test scheme feasibility. Fourth, replicable promotion paths are extracted.

Four research methods are adopted. First, literature-research method. Policy documents on ideological-political education and cultural heritage issued by national, Liaoning provincial and Shenyang-municipal authorities are sorted out. Academic papers concerning school-museum cooperation are reviewed, and mature practical cases from Jinzhou, Jinan and other domestic regions are referenced. Second, field-investigation method. Red venues, industrial-heritage venues and multiple primary, secondary and higher-education institutions in Shenyang are visited. Interviews and questionnaires are implemented among ideological-political teachers, museum social-education specialists and student representatives to collect first-hand practical data. Third, case-analysis method. Typical local projects such as "Shenyang Anti-Japanese-War Alliance Line" and school-museum cooperation programs of September 18th History Museum are analyzed to summarize strengths and deficiencies of existing practices. Fourth, action-research method. Practical work including platform construction, curriculum development and institutional implementation is conducted with pilot schools and cultural-relic venues. Classroom observation, outcome evaluation and satisfaction assessment are adopted to continuously verify practical effects of proposed schemes.

Three innovations are presented in this study. Firstly, innovation in resource-integration mode. A "classified database construction + digital empowerment + school-venue pairing" municipal-level resource-integration path is proposed to cope with unbalanced urban-suburban venue-resource distribution, covering both red venues and industrial-heritage carriers. Secondly, innovation in curriculum-system construction. Breaking the limitation of one-off venue study-tour activities, cross-venue and full-stage thematic curriculum clusters are built following the "enlightenment-cognition-speculation" cognitive rule. Differentiated teaching objectives for each educational stage are specified. Thirdly, innovation in operational-mechanism design. Based on cross-department coordination, additional practical institutions including school-venue joint council, two-way collaborative lesson-preparation and rotation system, and ideological-political-assessment-inclusion mechanism are proposed to complete the whole set of long-term operational regulations.

2. Core Concepts and Theoretical Basis

2.1. Definition of Core Concepts

"Walking ideological-political courses" and "venue-based ideological-political courses" (shortened as dual ideological-political courses): practical forms of great ideological-political courses. Such teaching activities depart from traditional classrooms and take museums, memorial halls, industrial sites and red historical sites as physical spaces. On-site visiting, situational experience and field investigation serve as major teaching approaches.

K-12-university ideological-political integration: according to teenagers' cognitive-development rules, it connects ideological-political education in primary, junior-high, senior-high and university stages. It realizes vertical coherence of educational objectives, spiral progression of teaching contents and co-construction and sharing of educational resources, eliminating curriculum repetition and teaching discontinuity.

School-museum collaborative education: schools and cultural-relic venues give full play to respective resource advantages. They conduct resource sharing, joint curriculum development,

joint teacher training and joint practical teaching to build an inside-outside-school collaborative-education community [1].

Liaoning "Six-sites" red-cultural resources: historical relics formed during revolutionary and construction periods unique to Liaoning Province. They include physical carriers such as revolutionary sites, memorial halls, industrial heritage and hero memorial venues, together with spiritual connotations carried by these carriers. They constitute local core resources for teenagers' ideological-political education in Liaoning Province [3], [8].

2.2. Theoretical Basis

Cognitive-development-stage theory: teenagers' cognitive competence evolves from concrete perception to abstract speculation. Primary-school students adapt to story-oriented experience; secondary-school students can sort out historical contexts and form structured cognition; university students possess critical-thinking and social-investigation capacities. This theory provides psychological support for gradient curriculum design across different educational stages in this research.

Collaborative-governance theory: multiple subjects participate in public-affair governance. The 137 key venues in Shenyang are affiliated with multiple administrative departments. Educational authorities alone cannot fully activate all venue resources. Collaborative-governance theory offers theoretical foundations for multi-party cooperation among education authorities, cultural-tourism administrations, schools and cultural-relic institutions.

Embodied-learning theory: cognitive construction does not merely originate from textual-symbol input. Physical perception and on-site situational experience exert profound influences on value-formation. Physical exhibits and historical scenarios inside venues arouse students' emotional resonance and promote their transformation from historical-fact cognition to value-identification. It interprets internal educational mechanisms of dual ideological-political courses [10].

3. Current Situation and Practical Dilemmas of Dual Ideological-Political Courses in Shenyang

3.1. Existing Practical Foundation

Shenyang is equipped with abundant ideological-political-practice carriers, including 137 red-memorial venues, industrial-heritage venues and historical-cultural venues [5]. Multiple school-museum cooperation projects have been implemented in September 18th History Museum and Liaoning Provincial Museum. Some local universities have built the practical-teaching brand "Footprint Nourishing the Mind". The research group has built industry-university-research practice bases with several Shenyang cultural-relic museums. A total of 12 on-site teaching sessions have been carried out, covering more than 1200 students, and practical experience of school-museum collaboration has been accumulated.

Existing practices are mostly concentrated within higher-education contexts. Primary and secondary schools have limited participation depth. Most activities remain one-off study-tour visits. A regular integrated-education system covering primary, secondary and higher education has not taken shape, which still falls short of K-12-university ideological-political-integration goals.

3.2. Three Major Practical Dilemmas

3.2.1. Resource-integration Dimension: Fragmented and Superficial Resources with Imbalanced Resource Supply

The 137 key venues in Shenyang are managed by cultural-tourism authorities, educational authorities, state-owned enterprises and other entities. No unified municipal-level platform for venue-resource scheduling and sharing has been established. Linkages between red venues and industrial-heritage venues are insufficient. Imbalanced urban-suburban-resource distribution occurs: urban venues face saturated visitor volume while suburban venues suffer low utilization rates. Survey data indicate that teaching resources of approximately 65 % venues are confined to static graphic display. AR and VR digital-teaching modules are insufficiently supplied. Most online exhibition halls simply reproduce physical exhibits without inquiry tasks and guiding-teaching materials for school education. A large quantity of physical cultural resources have not been transformed into standardized teaching-resource packages.

3.2.2. Curriculum-construction Dimension: Disconnected and Homogenized Stages without Gradient Integrated Design

Current venue-study-tour curricula lack stage differentiation. Primary-school and university students often receive identical explanation materials, leading to homogenized teaching contents. Universities prioritize theoretical discussion while primary-secondary schools emphasize story-based experience. No connecting design exists across educational stages. Most schools carry out practices independently. Cross-stage ideological-political teaching-research alliances have not been established. Progressive curriculum chains of "story-telling in primary schools-context sorting in secondary schools-critical reflection in universities" have not been fully constructed. High-quality teaching cases are difficult to replicate across educational stages, violating the spiral-progress principle of ideological-political integration.

3.2.3. Mechanism-guarantee Dimension: Weak and Loose Mechanisms with Insufficient Sustainable Motivation

Cooperation between educational and cultural-tourism authorities is mostly limited to short-term joint activities. Regular deliberation-coordination systems are absent, and cross-department dual-group leadership mechanisms have not been implemented. School-museum cooperation heavily relies on individual staff members. Cooperative relationships tend to terminate once specific projects conclude. Normalized joint lesson-preparation mechanisms between ideological-political teachers and museum educators are missing. Joint-teacher-training sessions targeting dual ideological-political courses are held merely twice per year. Construction outcomes of venue-based ideological-political education have not been incorporated into school ideological-political-work assessment systems. Schools lack institutional incentives to conduct relevant practices.

3.3. Analysis of Dilemma Causes

Three factors contribute to above-mentioned dilemmas. First, multi-source management leads to segmented governance subjects without unified municipal-level coordinating institutions. Second, curriculum development relies on spontaneous exploration by individual schools and venues, lacking top-level curriculum planning for all educational stages. Third, a complete evaluation-incentive closed-loop has not been formed. Supporting systems for funds, training and assessment are imperfect, and practices overly depend on short-term projects.

4. Three-dimensional Collaborative Construction Framework for Dual Ideological-Political Courses

Combined with local Liaoning "Six-sites" red resources and industrial-cultural resources in Shenyang, this study constructs a three-dimensional collaborative framework including global-resource integration, gradient-curriculum construction and long-term-guarantee mechanisms. The three dimensions mutually support one another and facilitate the transformation of venue cultural resources into real educational outcomes.

4.1. Global-collaborative Venue-resource-integration System

Firstly, build a municipal cross-department venue-resource-sharing database. Cooperate with Shenyang Municipal Education Bureau and Shenyang Municipal Bureau of Culture, Radio, Television, Tourism and Sports to systematically sort out 137 key venues. Mark exhibit themes, spiritual connotations, applicable teaching stages and implementable teaching-activity types for each venue to form a standardized resource database. Break information barriers among different administrative departments, provide schools with functions including online retrieval, material access and practice reservation, and eliminate information asymmetry between schools and museums.

Secondly, develop immersive teaching resources via digital empowerment. Encourage key venues to develop AR and VR teaching modules such as "historical-scene reproduction" and "industrial-operation simulation". Digital products are designed with inquiry tasks oriented by teaching objectives instead of simple reproduction of exhibition-hall contents. Light-weight graphic study-tour task sheets are simultaneously developed to guarantee suburban schools with limited hardware conditions can also access digital-teaching materials.

Thirdly, implement urban-suburban school-venue pairing-sharing mechanisms. In response to uneven urban-suburban-resource allocation, connect high-quality urban venues with suburban schools. Adopt diversified forms such as online classes, mobile exhibitions, on-site-teaching outreach and joint study-tours to narrow gaps in ideological-political-practice resources between urban and suburban areas.

4.2. Gradient-connected Integrated Curriculum System for K-12 and University

Strictly follow the cognitive logic of "enlightenment-cognition-speculation". Establish cross-school teaching-research communities composed of "ideological-political teachers + museum specialists + peer senior-student mentors" [9]. Develop "one-venue-one-lesson" case libraries and complete thematic curriculum packages.

For primary-school stage, prioritize story-oriented experience to achieve emotional enlightenment. Cultivate emotional influence through hero figures and cultural-relic stories, equipped with interesting study-tour handbooks. Complex theoretical-learning tasks are avoided to foster preliminary patriotism.

For secondary-school stage, prioritize structured cognition to sort out historical contexts. Set inquiry-based learning tasks centering on the War of Resistance against Japanese Aggression and industrial-construction history. Guide students to understand historical backgrounds behind cultural relics and form complete historical cognition.

For university stage, prioritize critical discussion and in-depth speculative inquiry. Assign research topics including social investigation, red-cultural-creative-product development and oral-history collection. Organize students to conduct in-depth field research inside venues and carry out special discussions combined with contemporary social reality to realize integration of theory and practice.

Break boundary of single venues. Build two Shenyang-characteristic thematic-curriculum clusters of "anti-war memory" and "industrial revitalization". Connect multiple venues for

serial teaching and integrate physical-venue scenarios, digital-virtual scenarios and classroom-teaching scenarios.

4.3. Long-term Operational Guarantee-mechanism System

Firstly, organizational-coordination mechanism. Implement the "dual-group-leadership system" jointly operated by educational and cultural-tourism authorities. Leading officials from both departments jointly establish joint-conference mechanisms and issue detailed implementation rules for school-museum collaboration on dual ideological-political courses in Shenyang. Set up a school-venue joint council with representatives from schools, museum social-education directors and ideological-political experts to coordinate curriculum research-development and practical plans and remove departmental barriers.

Secondly, teacher-training mechanism. Establish joint lesson-preparation systems for ideological-political teachers and museum educators and explore moderate two-way rotation-exchange. Incorporate teaching competence for dual ideological-political courses into teachers' continuing education. Raise annual joint-training frequency to more than four sessions. Training contents cover digital-teaching design, situational teaching and stage-differentiated teaching essentials to bridge competence gaps between school teachers and museum staff.

Thirdly, assessment-evaluation and diversified-funding mechanism. Construct dual evaluation indicators of "participation degree + outcome transformation". Incorporate construction effectiveness of dual ideological-political courses and curriculum-case-development achievements into school ideological-political-work assessment to stimulate endogenous motivation of schools. Build a diversified-funding-investment mode of "special government funds + school-museum supporting matching funds" to guarantee basic funds for curriculum development, teacher training and digital-resource construction.

5. Practical Suggestions for Implementation in Shenyang

Firstly, pilot-first gradual promotion. Select 3-5 sample schools covering primary, secondary and university education stages, together with representative venues such as September 18th History Museum and Shenyang Industrial Museum for pilot action research [6]. Test feasibility of resource platforms, gradient curricula and collaborative systems during pilot periods. Iterate schemes based on feedback from teachers, students and venue staff before city-wide promotion. Secondly, excavate dual local-resource characteristics of Shenyang. Give consideration to both anti-war red memory and industrial spirit of old-industrial bases. Develop thematic study-tour routes and supporting curricula. Transform patriotism and industrial-struggle spirit into perceptible teaching contents for teenagers and highlight regional features of Shenyang as a hero city.

Thirdly, avoid formalism and prevent "sightseeing without learning". All venue-based practical teaching must clarify teaching objectives, pre-class guiding tasks, in-class inquiry links and post-class output outcomes. Reject superficial sightseeing visits and realize deep integration between venue resources and ideological-political classrooms.

Fourthly, precipitate exportable teaching outcomes. Sort out high-quality curriculum cases and study-tour handbooks generated from pilot projects. Compile teaching-resource packages for "walking ideological-political courses" for K-12 and university students in Shenyang and distribute them to schools city-wide to complete full-domain radiation of high-quality teaching outcomes.

6. Conclusion and Prospect

6.1. Main Conclusion

Against the background of K-12-university ideological-political integration, "walking ideological-political courses" and "venue-based ideological-political courses" serve as important carriers to connect small ideological-political classrooms with the grand social classroom. Shenyang possesses abundant red and industrial venue resources and has accumulated certain practical experience in school-museum cooperation. Nevertheless, three practical contradictions remain: fragmented and superficial resource integration, disconnected and homogenized curricula across educational stages, and imperfect supporting mechanisms.

Based on collaborative-governance theory, cognitive-development-stage theory and embodied-learning theory, this study proposes a three-dimensional collaborative framework of "resource-curriculum-mechanism". In the resource dimension, cross-department sharing databases are constructed with digital empowerment and urban-suburban school-venue pairing implemented. In the curriculum dimension, full-stage gradient-curriculum clusters are developed following the "enlightenment-cognition-speculation" logic. In the mechanism dimension, dual-group leadership, joint-teacher-training and closed-loop assessment-incentive systems are implemented. Rooted in resource endowments of Shenyang as an old-industrial city, this set of schemes promotes transformation of 137 venue resources into educational effectiveness and provides practical samples for similar domestic cities.

6.2. Research Limitations and Future Prospects

Empirical investigation of this study is confined to Shenyang municipal territory. Pilot-practice cycles are relatively short, and sample scales of questionnaires and interviews are constrained. Follow-up researches may expand investigation samples, track long-term teaching effects of pilot projects and refine quantifiable evaluation indicators for dual ideological-political courses [4]. Further improvement shall be made on implementation paths for AR and VR digital-teaching resources. Innovative modes for red-industrial cultural resources serving K-12-university ideological-political integration deserve continuous exploration.

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