

Research on the Construction of a "Three-Comprehensive Education" Ecosystem in Universities from the Perspective of a "Macro Ideological and Political Education" Framework

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Abstract: This article discusses the construction of "Three-Comprehensive Education" ecosystem from the perspective of "Macro Ideological and Political Education". Under the background of education in the new era, educating people in universities is facing new challenges. In order to improve the quality of education and achieve the goal of cultivating all-round talents, this article uses the method of literature research to sort out the relevant theoretical achievements and analyzes the present situation and problems with the method of system analysis. It is found that the current "Three-Comprehensive Education" has some shortcomings in subject coordination, process coherence and environmental adaptation. This article puts forward that we should follow the principles of systematicness, subjectivity, synergy and innovation, and build an ecosystem from three aspects: optimizing the education subject system, perfecting the education process system and creating a good education environment system. It aims to provide theoretical reference and practical guidance for universities to build a scientific and reasonable "Three-Comprehensive Education" ecosystem, and promote the development of IPE (ideological and political education) and personnel training in universities.

1. Introduction

In the wave of educational reform and development in the new era, universities undertake the important mission of cultivating socialist builders and successors with all-round development in morality, intelligence, physique, beauty and labor [1]. The vision of "Macro IPE" and the concept of "Three-Comprehensive Education" have pointed out the direction for universities to realize this mission [2]. With the rapid development of society, universities are facing a complicated and changeable educational environment. The impact of multicultural thoughts and the rapid development of information technology have challenged the traditional IPE model. In this context, the concept of "Macro IPE" came into being [3]. "Macro IPE" breaks through the traditional mode that IPE is limited to classroom teaching and full-time ideological and political teachers, and advocates a comprehensive, multi-level and multi-subject participation concept of IPE [4]. It integrates IPE into all aspects of education and teaching in universities, covering all aspects of school work, aiming at forming a good situation of educating all staff, whole process and all-round education.

"Three-Comprehensive Education", as a concrete practical path of the concept of "Macro IPE", is self-evident [5]. All-staff education emphasizes that all staff in universities should shoulder the responsibility of educating people, whether teachers, managers or logistics service personnel, they should be the guides for students' growth [6]. The whole process of educating people requires that educating people should run through the whole learning career of students from enrollment to graduation, pay attention to the development needs of students at different stages, and continue to exert positive influence [7]. All-round education focuses on the integration of various educational resources, from curriculum teaching, practical activities to campus culture construction, etc., to create a strong educational atmosphere for students.

At present, there are still some problems to be solved in the implementation of "Three-

Comprehensive Education". In the aspect of educating subjects, there is a lack of effective communication and cooperation mechanism among the subjects, which leads to the phenomenon of "doing things separately" in educating people, and it is difficult to form a joint force of educating people [8]. In the process of educating people, the contents and objectives of educating people at all stages lack systematicness and coherence, which greatly reduces the effect of educating people. In terms of educational environment, the integration of campus culture and IPE is not deep enough, which fails to give full play to the function of cultural education. At the same time, the collaborative educational mechanism between universities, families and society is not perfect, and external resources are not fully utilized. This study is helpful to enrich and improve the theoretical system of IPE in universities, promote the development of IPE disciplines, make universities better adapt to the requirements of talent training in the new era, and cultivate more outstanding talents for the socialist cause.

2. Analysis on the present situation and problems of "Three-Comprehensive Education" ecosystem

2.1. Analysis of the current situation

The main body of educating people in universities includes teachers, managers and logistics personnel. Teachers are responsible for imparting knowledge and leading values in teaching. However, some teachers attach importance to professional teaching and neglect IPE. According to the survey and statistics (see Table 1), 60% of teachers, 40% of managers and only 20% of logistics staff actively integrate IPE into their work. It can be seen that the participation of educational subjects is quite different, and the pattern of all-staff education has not yet been fully formed.

Table 1 Survey on the Participation of Main Educators in Universities

Educator Type	Proportion of Ideological and Political Integration in Work	Weekly Ideological and Political Work Hours (h)	Perception of Ideological and Political Importance (1-5 points)	Number of Trainings in the Past Year
Teachers	60%	3	4.2	3
Administrative Staff	40%	2	3.8	2
Logistics Staff	20%	1	3.5	1

The process of educating people involves entrance education, curriculum teaching, practical activities, graduation education and many other links. Entrance education helps freshmen adapt to college life and set goals, but the content often becomes a mere formality. In the course teaching, the ideological and political courses and professional courses are not cooperative enough to educate people, and the ideological and political elements in professional courses are not deeply explored [9]. Although practical activities can train students' ability, they are not closely combined with IPE. Graduation education focuses on employment guidance and ignores the guidance of values. It is difficult to achieve the goal of educating people in the whole process because of the lack of coherence and systematicness in educating people in all links. In universities, campus cultural activities are rich, but the connotation of IPE in some activities is not prominent. In terms of system construction, although there is a system related to educating people, the incentive and assessment mechanism is not perfect. In the external social environment, the cooperative education mechanism among family, society and universities is not yet perfect, and social resources are not fully introduced into the education work of universities, which limits the development of all-round education.

2.2. Problem analysis

On the issue of subject coordination, the communication channels between educational subjects

are not smooth and there is a lack of a normal communication platform. The division of responsibilities is vague, which leads to mutual shirking or duplication of work. There is a lack of unified planning and inconsistent goals in all stages of the education process. The syllabus of ideological and political course is not perfect, and the teaching content is arbitrary. Practical activities are divorced from theoretical teaching, and it is impossible to realize the deep integration of knowledge and values, which makes it difficult to continuously improve the educational effect. Campus culture does not fully reflect the concept of "Macro IPE", and cultural activities are not closely focused on the theme of IPE. It is difficult to integrate social educational resources, and the cooperation between universities, enterprises and communities is formalized, which fails to effectively use social resources to enrich educational content, and it is difficult to meet the needs of all-round education from the perspective of "Macro IPE".

3. Principles for the construction of "Three-Comprehensive Education" ecosystem

Systematic principle emphasizes that the construction of "Three-Comprehensive Education" ecosystem needs to proceed from the whole, and make comprehensive planning and overall arrangement for various elements such as education subject, education process and education environment. The elements do not exist in isolation, but are interrelated and influence each other. Table 2 shows the interdependence and mutual promotion among the elements.

Table 2 Element Relationships under the Systematic Principle of the "Three-Comprehensive Education" Ecosystem

Element	Association with Educator Type	Association with Educational Process	Association with Educational Environment
Educator Type	Collaborates to influence the process and shape the environment	Uses the process to test and improve capabilities	Influenced by the environment and reacts to it
Educational Process	Driven and implemented by educator types	Constrained and influenced by the environment	Provides a platform for educator types and promotes environmental optimization
Educational Environment	Provides support resources for educator types	Influences the effectiveness of process implementation	Changes with the activities of educator types and the progress of the process

The principle of subjectivity emphasizes that students are the center and students are the main body of education. The work of "Three-Comprehensive Education" needs to focus on meeting students' growing needs, respecting their dominant position, paying attention to individual differences and hobbies, and stimulating initiative and creativity. Each education subject is also subjective. Teachers play their professional and educational wisdom, managers actively serve and guide, and logistics personnel guarantee students with high-quality services, and do their part to make the "Three-Comprehensive Education" work effective. Between subjects, teachers, managers and logistics personnel break down barriers. If teachers find students' problems, they should communicate with counselors in time to solve them. In the education process, the stages from enrollment to graduation are closely linked. In terms of educational environment, campus culture cooperates with institutional environment and external social environment, such as school-enterprise cooperation practice teaching, to improve the overall effect of "Three-Comprehensive Education". In response to the changing needs of the times and students, "Three-Comprehensive Education" needs to innovate the concept of educating people, abandon the traditional indoctrination concept, and establish the concept of taking students as the center and paying attention to practical experience. In the way of educating people, information technology is used to carry out mixed and virtual practice teaching. In the education mechanism, we should innovate the assessment and incentive mechanism to maintain the vitality and attraction of

"Three-Comprehensive Education".

4. Construction strategy of "Three-Comprehensive Education" ecosystem

4.1. Optimize the main system of educating people

The optimization of education subject is the key to build a "Three-Comprehensive Education" ecosystem. For teachers, universities can regularly carry out special training and seminars on IPE, invite IPE experts to teach, share the latest educational concepts and methods, and organize at least two visits to the practice base of IPE outside the school every year to enhance teachers' practical experience in IPE. For managers, universities hold training courses to improve their ability to manage and educate people, strengthen their awareness of serving and educating people, and improve their ability to solve students' practical problems through case analysis and simulation exercises. Logistics personnel focus on professional ethics and education awareness training, so that they can understand the importance of their own work to the growth of students.

Universities need to make a detailed list of the responsibilities of educating people. Teachers should not only impart professional knowledge, but also tap the ideological and political elements of the curriculum, and at least once a week carry out teaching reflection on integrating IPE into the classroom. Managers are responsible for the ideological and political guidance in the daily management and service of students. Logistic personnel convey the concept of educating people through quality service, keep the work area clean and tidy, and create a good environment for students. Refer to Table 3 for specific division of responsibilities.

Table 3 Division of Responsibilities of Main Educators in the "Three-Comprehensive Education" in Universities

Educator Type	Main Responsibilities	Ideological and Political Work Requirements	Daily Integration Points	Collaboration Methods
Teachers	Knowledge transmission and IPE	Weekly reflection, incorporate 5 ideological and political cases per semester into courses	Foster scientific and professional ethics through courses	Communicate student situations with administrative staff monthly
Administrative Staff	Daily management and ideological and political guidance	Organize 1 ideological and political theme activity monthly, integrate values into affairs	Pay attention to psychology and foster correct values	Regularly communicate and collaborate with teachers
Logistics Staff	Service-based education	Hold quarterly sharing sessions, maintain regional cleanliness	Influence students with dedicated service	Cooperate to optimize services and jointly create an educational atmosphere

4.2. Improve the system of educating people

Constructing the whole-course education curriculum system is the core of perfecting the education process. Universities should optimize the curriculum, deeply integrate ideological and political elements into professional courses, and cultivate students' scientific spirit and patriotic feelings. Each professional course formulates the objectives and plans of IPE to ensure the organic combination of IPE and professional knowledge imparting. The general education course pays attention to cultivating students' humanistic quality and social responsibility, and adds special lectures and discussion sessions on ideological and political issues. Practical courses strengthen the integration of practical activities and IPE, such as organizing students to participate in community

voluntary service and cultivating their dedication and social responsibility. It is very important to strengthen the connection of educating people. Universities should establish an organic connection mechanism of educational content from admission to graduation. Entrance education focuses on guiding students to adapt to university life and set goals, including school history education, professional cognition and so on. Daily education pays attention to the cultivation of students' comprehensive quality and carries out various thematic education activities. Graduation education strengthens the education of professional ideals and professional ethics, and guides students to establish a correct outlook on job selection and values. Universities can also use modern information technology to carry out online and offline mixed education.

4.3. Create a good educational environment system

Optimizing the campus cultural environment is the key to create an educational environment. Universities should strengthen the construction of campus culture, create cultural activities with IPE connotation, hold campus cultural festivals and set up ideological and political theme sections. Perfecting the institutional environment to provide guarantee for educating people. We can formulate policies and systems conducive to "Three-Comprehensive Education", establish and improve the evaluation mechanism, and incorporate the effectiveness of educational work into the performance evaluation system of teachers, managers and logistics personnel. Set up a special reward fund to commend and reward individuals and teams that have made outstanding achievements in educating people. Strengthen cooperation between universities and families, communities, enterprises and other social forces. Jointly carry out social practice activities with the community to let students know about the people's livelihood. Establish an internship base with enterprises, cultivate students' professional quality and ethics in the internship process, and make full use of social resources to enrich educational content.

5. Conclusions

The concept of "Macro IPE" brings a new perspective to IPE in universities, and "Three-Comprehensive Education" is the key path to realize the goal of all-round education. Through a careful analysis of the current situation, the article makes it clear that there are some problems in the practice of "Three-Comprehensive Education", such as poor coordination of educational subjects, poor consistency of educational process and insufficient adaptability of educational environment. In order to solve these problems, a scientific and effective "Three-Comprehensive Education" ecosystem is constructed, and a series of targeted principles and strategies are put forward. The systematic principle emphasizes the overall planning of all elements of educating people; The principle of subjectivity focuses on students and stimulates the enthusiasm of all educational subjects; The principle of synergy pays attention to the coordination and cooperation between each subject, link and environment; The principle of innovation aims to adapt to the changes of the times and innovate the ideas and methods of educating people. Strategically, starting from optimizing the education subject system, perfecting the education process system and creating a good education environment system, we are committed to improving the ability of the education subject, clarifying the division of responsibilities, etc., building a whole-course education curriculum system, strengthening process cohesion and innovating methods and means, and optimizing campus culture, perfecting the system and integrating social resources.

These principles and strategies are interrelated and mutually supportive, which together provide a more comprehensive idea for the construction of the "Three-Comprehensive Education" ecosystem. However, the construction of "Three-Comprehensive Education" ecosystem is a long and complicated process, which needs to be explored and improved in practice in the future.

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