

# "Government-University-Society" Synergy and "Big Ideological-Political Course" Integration: Research on the Operational Mechanisms and Governance Models of a Red Research-Based Learning Alliance

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**Abstract:** The core essence of constructing the "Big Ideological-Political Course" lies in advancing ideological and political education from a "closed classroom" to a "social field." Red research-based learning (RRL), as a key bridge linking the "small classroom" with the "large social classroom," finds its educational efficacy constrained by multiple factors, including resource supply, curriculum design, and implementation guarantees. Currently, RRL practices commonly face a "coordination failure" dilemma, characterized by high synergistic barriers between government, universities, and social institutions (museums, memorial halls, research bases, etc.), inconsistent educational goals, and fragmented resource allocation. This often leads to RRL activities becoming "superficial" and "formalistic." Focusing on solving this problem, this article proposes that constructing a "Government-University-Society" (GUS) Red Research-Based Learning Alliance is an effective path to integrating the "Big Ideological-Political Course." Using qualitative analysis and theoretical construction, the study deeply analyzes the internal logic and functional positioning of the alliance's synergistic education, systematically expounding a four-dimensional integrated operational mechanism required for integration: "policy-driven, curriculum-embedded, resource co-construction, and efficacy feedback." On this basis, the article constructs an alliance governance model centered on "Council Co-governance" and supported by a "List of Powers and Responsibilities" and "Multiple Process-based Evaluations." This research aims to provide a theoretical reference and practical strategy for the construction of RRL alliances in the new era, with the goal of truly breaking down subject barriers, activating local red resources, and promoting the in-depth development of the "Big Ideological-Political Course."

**Keywords:** Big Ideological-Political Course, Red Research-Based Learning, Government-University-Society Synergy, Operational Mechanism, Governance Model, Research-Based Learning Alliance

## 1. Introduction: The Necessity and Urgency of Red Research-Based Learning Synergy from the "Big Ideological-Political Course" Perspective

The construction of the "Big Ideological-Political Course" is a profound reform in the field of ideological and political education in the new era. Its core concept is to "make good use of the social classroom," promoting the "field expansion" and "resource integration" of ideological and political education [1]. In this macro context, red research-based learning (RRL), with its distinct practical, contextual, and experiential nature, has become the key carrier for bearing the educational goals of the "Big Ideological-Political Course" and guiding students through a "walking ideological and political course." RRL is not only about imparting historical knowledge but also about inheriting the red spirit and shaping values and beliefs.

However, in the practical promotion of RRL, a deep-seated structural contradiction has become increasingly prominent: the contradiction between the "integration" requirement of the "Big Ideological-Political Course" and the "fragmented" reality of "Government-University-Society" (GUS) multi-subjects. The implementation of RRL is a complex systems engineering project involving multiple subjects. It relies on

the policy coordination of the government (G), the curriculum design of universities/schools (U), and the resource supply of social fields (S) (such as revolutionary museums, memorial halls, and red bases). But in actual operation, the three often "act independently":

First, at the government level, departments such as education, culture & tourism, propaganda, and Party history research often have overlapping jurisdictions, lacking unified certification standards for RRL resources, curriculum guidelines, and safety guarantee mechanisms, resulting in fragmented policy support.

Second, at the university/school level, constrained by class-hour pressure, safety concerns, and a lack of professional faculty, institutions either "design behind closed doors," decoupling the research curriculum from the social practice field, or simply "outsource" to market institutions, leading to the "suspension" and "alienation" of educational goals.

Third, at the social level, although many red venues and bases possess rich resources, their functional positioning is mostly inclined towards "museum exhibitions" or "tourism services," lacking professional curriculum development and educational implementation capabilities [2]. The "homogenized" explanations and "superficial" experiential activities struggle to meet the deep educational needs of school-level ideological and political education.

This "GUS" synergistic barrier and functional misalignment have led RRL to commonly fall into a dilemma

of "research without depth" and "learning without gain." Research activities degenerate into "check-in" tourism, severely weakening their educational effectiveness as a "Big Ideological-Political Course" [3].

Therefore, overcoming "coordination failure" is an urgent task for promoting the high-quality development of RRL and truly integrating the "Big Ideological-Political Course." This article argues that building a "GUS" Red Research-Based Learning Alliance, by establishing a stable, standardized, and long-term coordination mechanism, is the fundamental path to resolving the above dilemmas and achieving efficient allocation of educational resources. Based on this, the core issues of this research are: What is the effective operational mechanism for an RRL alliance aimed at integrating the "Big Ideological-Political Course"? And how should its stable governance model be constructed?

## **2. The Logical Cornerstone of the Alliance: Functional Positioning and Value Coupling of "GUS" Synergistic Education**

The primary task in building an RRL alliance is to clarify the differentiated functional positioning of the "GUS" triad in the synergistic education chain and to explore their value coupling points to achieve "1+1+1>3." The essence of the alliance is not a simple patchwork of resources, but a "functional community" based on common educational goals.

(A) Government (G): As "Rule Setter" and "Resource Coordinator"

In the RRL alliance, the government plays a key role in "top-level design" and "macro-control." Its functional positioning is not to "monopolize," but to "empower" and "standardize."

Policy Integration and Standard Setting: The core function of the government (especially education, culture & tourism, and propaganda departments) is to break down departmental barriers, integrate fragmented policy support, and form a "policy toolbox." More importantly, the government needs to take the lead in formulating the alliance's "entry standards," "curriculum standards," and "safety standards" to ensure the normalization and public-welfare nature of RRL activities [4].

Resource Coordination and Platform Building: The government should use its public credibility and organizational power to conduct surveys, registrations, and evaluations of dispersed red resources within the region. It should lead the establishment of a unified "Red Research-Based Learning Resource Database" and "Faculty Database," building an information platform for supply-demand matching, providing a foundation for the precise connection between schools and social venues.

(B) University/School (U): As "Curriculum Developer" and "Education Implementer"

The university/school is the "main front" of the "Big Ideological-Political Course" and, in the alliance, is the "proposer" of educational needs and the "leader" of the educational process.

"Localized" R&D of Research Curricula: The core function of universities/schools (especially university-level Marxist colleges, history departments, and primary/secondary school ideological-political research groups) is to translate the abstract requirements of the "Big Ideological-Political Course" into specific, operational, "localized" research curricula. Schools should lead the setting of curriculum goals,

the arrangement of teaching content, and the design of research manuals to ensure that RRL activities are closely centered on the fundamental task of fostering virtue through education [5].

"Full-Cycle" Implementation of the Educational Process: The school is the main body for students and must lead the "pre-research, mid-research, and post-research" full-cycle education. From the initial knowledge preparation and problem generation, to the on-site exploration and interactive guidance, and finally to the reflective precipitation and creative output, the "presence" and "guidance" of the school's ideological-political teachers are the fundamental guarantee of the RRL's educational effectiveness.

(C) Society (S): As "Field Provider" and "Practice Supporter"

The social field (museums, memorial halls, red bases, rural revitalization demonstration sites, etc.) is the "living textbook" for the "Big Ideological-Political Course." In the alliance, it is the "creator" of the educational context and the "supporter" of practical activities.

Professional Creation of Educational Fields: The core function of social venues is to transcend the singular identity of "cultural relic custodian" or "tourism service provider" and transform into an "educator." They need to deeply excavate the educational connotations of red resources based on the school's curriculum needs, develop "immersive" and "interactive" educational scenes, and provide professional "educational versions" of interpretive services [6].

Synergistic Support from "Dual-Mentor" Teams: Social venues should dispatch key personnel to form "dual-mentor" teaching teams with school teachers. The venue's practice mentors (such as docents, intangible cultural heritage inheritors) are responsible for "on-site" practical guidance and situational introduction, providing students with a vivid "social classroom" experience.

(D) Value Coupling: From "Interest Game" to "Educational Consensus"

The reason the "GUS" triad can form an alliance is based on their transcendence of singular interest appeals to reach a value consensus on "synergistic education." The government achieves the maximization of public service effectiveness (the landing of the "Big Ideological-Political Course") through the alliance; schools gain scarce high-quality educational resources through the alliance; social venues enhance their social education functions and realize public welfare value through the alliance. Under the common goal of "fostering virtue through education," the three parties achieve a transformation from an "interest game" to "value coupling," which is the logical cornerstone for the establishment and operation of the alliance.

## **3. The Alliance's Dynamic Core: A Four-Dimensional Integrated Operational Mechanism for Integrating the "Big Ideological-Political Course"**

Once the functional positioning is clarified, the effective operation of the alliance must rely on a systematic and smooth operational mechanism. This mechanism aims to integrate the "Big Ideological-Political Course" and ensure that "GUS" synergy moves from "willingness" to "action," and from "sporadic" to "normalized."

(A) Mechanism 1: The Top-Level Design Mechanism of

"Policy-Driven, Standard-Led"

This mechanism aims to solve the "G" coordination problem and serves as the "steering wheel" and "ballast" for the alliance's operation.

Inter-departmental Joint Meeting System: Led by the government, establish a "Red Research-Based Learning Alliance Joint Meeting" involving multiple departments such as education, culture & tourism, propaganda, finance, Party history, transportation, and public security. This meeting is responsible for reviewing the alliance's charter, formulating development plans, and coordinating major inter-departmental matters, achieving "integrated" output of "multi-caliber" policies.

"List-Based" Standard-Led System: The government should lead the formulation of three key lists. First, a "Resource Certification List" to assess and certify the educational functions and safety conditions of social venues, setting an "alliance entry" threshold. Second, a "Curriculum Guidance List" that clarifies the ideological-political elements and educational goals that RRL curricula must include. Third, a "Safety Responsibility List" that clearly defines the responsibility boundaries of the government, schools, venues, and transportation providers in RRL safety, addressing the "dare not research" concerns of schools.

(B) Mechanism 2: The Teaching Linkage Mechanism of "Curriculum-Embedded, Grade-Level-Integrated"

This mechanism aims to solve the "U" leadership problem and is the "engine" for the alliance to achieve "education" rather than "tourism."

"Menu-Order" Curriculum Matching: Schools within the alliance (especially universities) should leverage their R&D advantages, combine the "Big Ideological-Political Course" requirements with local red resources, and develop a series of "menu-style" RRL curriculum modules (e.g., "Research on the Organizational Discipline of the Ye Ting Independent Regiment," "The Spirit of Water Control at Zhaoqing's Seven-Star Crags and Its Red Inheritance"). Primary and secondary schools then place "orders" with the alliance platform (or universities) based on the cognitive characteristics of different grade levels, achieving precise curriculum supply and "ideological-political integration across primary, secondary, and university levels" [7].

"Dual-Mentor System" Teaching and Research Community: Break down the barriers between school teachers and venue docents. The alliance should regularly organize "dual-mentor" training and collective lesson preparation, allowing school teachers to deeply understand venue resources and venue staff to deeply understand curriculum goals. During RRL implementation, the school teacher is responsible for the "learning" design (e.g., inquiry tasks, value sublimation), and the venue mentor is responsible for the "research" guidance (e.g., situational explanation, material interaction), forming a "1+1>2" teaching synergy.

(C) Mechanism 3: The Data-Empowerment Mechanism of "Resource Co-construction, Platform-Sharing"

This mechanism aims to solve the "S" resource activation problem and is the "data foundation" for the alliance to achieve high-efficiency synergy.

Co-construction of a "Digital Twin" Resource Database: The alliance should integrate the strengths of the "GUS" triad to co-build a "Red Research-Based Learning Digital Resource Database." Using technologies like VR, AR, and GIS, conduct high-precision digital collection of red sites and revolutionary relics to build "digital twin" venues. This is not

only resource preservation but also a "second classroom" for "pre-research" online preparation and "post-research" extended learning [8].

Integrated Smart Dispatch Platform: Establish an alliance "Smart Management Platform." This platform integrates the "Resource Database," "Curriculum Database," "Faculty Database," and "Demand Database." Schools can "one-click" publish RRL needs through the platform; the platform intelligently matches venue resources, curriculum modules, and certified faculty, and automatically generates RRL plans and safety filings. This greatly reduces coordination costs, shifting the alliance's daily operations from "cumbersome offline coordination" to "efficient online dispatch."

(D) Mechanism 4: The Closed-Loop Optimization Mechanism of "Efficacy Feedback, Dynamic Iteration"

This mechanism aims to solve the alliance's "sustainable development" problem and is the "regulator" ensuring the continuous improvement of the "Big Ideological-Political Course's" educational effectiveness.

"Research-Learn-Teach" Tripartite Efficacy Feedback: Establish an efficacy feedback system based on the educational goals of the "Big Ideological-Political Course." After the RRL, students (Learn) must submit "inquiry-based reports" or "creative works"; school teachers (Teach) must submit curriculum implementation evaluations; venues (Research) must submit service reception summaries.

"Reverse Empowerment" of Alliance Data: The alliance secretariat (see governance model) is responsible for summarizing and analyzing the feedback data. The analysis results are used, on the one hand, to "dynamically optimize" the curriculum and resource databases (e.g., if a certain explanation point receives low student ratings, optimize its narrative method); on the other hand, they form a "Special Report on RRL Education," submitted to the government (G) as a decision-making reference for adjusting policies and optimizing resource allocation, thus forming a virtuous cycle of "practice-feedback-decision-practice."

#### **4. The Alliance's Governance Guarantee: Constructing a "GUS" Synergistic Governance Model**

An effective operational mechanism must be guaranteed by a stable governance model. To prevent the alliance from becoming an "empty shell" or "profit-oriented," a governance model with clear powers and responsibilities, compatible incentives, and effective supervision must be constructed.

(A) Organizational Structure: The Alliance Legal Person Model of "Council Co-governance"

To ensure the alliance's substantive operation and long-term development, a "Council Co-governance" structure should be explored.

Alliance Positioning: It is recommended to register the alliance as a "Non-Profit Organization" (NPO) or an institution with independent legal personality. This gives it the legal standing to independently undertake government projects, manage special funds, and formulate internal regulations.

Council Composition: The council is the alliance's highest decision-making body.

Chairing Unit: Held by the competent government department (e.g., the Education Bureau) or a highly respected social figure, responsible for grasping the alliance's public welfare direction.

**Standing Council Units:** Composed of core government departments, leading universities in the region (e.g., Zhaoqing University), and core red venues (e.g., the Ye Ting Independent Regiment Memorial Hall), responsible for reviewing major decisions.

**Council Units:** Broadly absorb various primary and secondary schools, other red bases, cultural tourism enterprises, and social organizations to ensure broad representation in governance.

**Executive Body (Secretariat):** The council establishes a "Secretariat" as the daily executive body. It is recommended that the secretariat adopt a "university-hosted" model, for example, located within a university's School of Marxism or a relevant research center, leveraging the university's talent, research, and management advantages to be responsible for the daily operation of the smart platform, coordination of curriculum R&D, and analysis of evaluation feedback.

**(B) Power-Responsibility Model: The "List-Based Management" Synergistic Contract**

The stable operation of the alliance depends on a clear definition of powers and responsibilities to avoid "shirking" or "passing the buck" due to "ambiguous responsibilities."

**"List of Powers":** Clarify the rights of each subject in the alliance. For example, schools have the right to prioritized use of alliance-certified high-quality resources and the right to "negatively rate" venue services; venues have the right to receive government subsidies and the right to participate in the school's curriculum R&D.

**"List of Responsibilities":** Clarify the obligations each subject must fulfill. For example, the government's responsibility is "policy backstopping" and "safety supervision"; the school's responsibility is "curriculum leadership" and "student management"; the venue's responsibility is "ensuring public welfare" and "optimizing services."

**"Contract Mechanism":** When alliance member units (such as a school and a base) implement a specific RRL activity, they must sign a "standardized synergistic contract" based on the alliance's charter, specifying and legalizing the lists of powers and responsibilities.

**(C) Incentive and Supervision: The "Multiple Process-based" Evaluation System**

To ensure the alliance's educational orientation, an evaluation system must be established that transcends "market logic" (such as the number of visitors) [9].

**Incentive Mechanism:**

**For the Government:** Include the "effectiveness of alliance construction" in the annual performance indicators of relevant departments (education, culture & tourism).

**For Schools:** Include "RRL curriculum development" and "guiding student RRL" in teacher workloads (performance), and give special recognition for outstanding RRL achievements (student works, teacher courses).

**For Society:** Establish a "financial subsidy + reward-in-lieu-of-subsidy" mechanism. The government allocates special operational subsidies based on the venue's "educational effectiveness" (not visitor numbers) evaluation results; simultaneously, establish a "Red Research-Based Learning Demonstration Base" gold standard to enhance its social reputation.

**Supervision and Evaluation (Primarily Qualitative):**

Adopt "Process-based Evaluation": The focus of evaluation should not be the "result" (e.g., whether students memorized knowledge), but the "process"—does the curriculum design

reflect ideological-political goals? Does the RRL interaction stimulate student thinking? Did students gain value experience through inquiry? [10]

**Introduce "Multi-party Evaluation":** Led by the alliance secretariat, organize an evaluation team composed of "education experts (U) + Party history experts (G) + venue experts (S) + student representatives." Through qualitative methods such as "in-class observation" (following the RRL), "archive review" (checking research manuals), and "in-depth interviews," conduct an annual assessment of the performance of alliance member units. The evaluation results serve as the core basis for incentive allocation and a last-place elimination mechanism.

## 5. Conclusion

The "Big" in "Big Ideological-Political Course" signifies not only the expansion of curriculum time and space but also the expansion of the educational landscape. Faced with the common dilemma of "GUS" coordination failure in RRL practice, this article systematically demonstrates the necessity and feasibility of building a "Red Research-Based Learning Alliance" from the perspectives of theoretical construction and model design.

The research holds that the effective operation of this alliance must be based on the logical cornerstone of clear functional positioning under the "synergistic education" value consensus of the "GUS" triad. It must rely on the "policy-driven, curriculum-embedded, resource co-construction, and efficacy feedback" four-dimensional integrated operational mechanism as its dynamic core. Furthermore, it must establish a governance model with "Council Co-governance" as its architecture and "lists of powers and responsibilities" and "multiple process-based evaluations" as its levers for institutional guarantee.

The "GUS" synergistic Red Research-Based Learning Alliance is, in essence, the construction of an "educational community" for the "Big Ideological-Political Course." The exploration of this model aims to break down barriers, vitalize existing resources, and activate variables, systematically transforming fragmented regional red resources into high-quality educational curricula that integrate "primary, secondary, and university" levels. This is not only a practical strategy for moving RRL from "form" to "effect" but also an innovative governance response to deepening the construction of the "Big Ideological-Political Course" and implementing the fundamental task of fostering virtue through education in the new era.

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