

Exploration of the Ideological and Political Education Teaching Path for International Students in Management Courses under the Background of the Belt and Road Initiative

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Abstract: The construction of the Belt and Road initiative has provided new opportunities for international education. With the increasing number of international students coming to China, managing them in a convergent way has become a significant challenge for educators. In order to help international students understand theoretical knowledge, master practical skills, and gain insight into Chinese culture within a limited timeframe, it is crucial to integrate ideological and political elements into management course teaching. By constructing ideological and political educational objectives before class, embedding ideological and political content during class, and improving the ideological and political evaluation system after class, this approach integrates these elements seamlessly into the theoretical framework of the course. It aims to optimize the teaching model of management courses for international students, achieving an organic combination of management theory and ideological and political education. This will fully leverage the educational role of management courses as the main channel and aim to cultivate a group of international management talents who are knowledgeable about China, friendly towards China, and have a positive affinity with China.

Keywords: Ideological and political education; The Belt and Road initiative; Management course; International students in China; CIPP evaluation model

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1. Introduction

In June 2021, Chinese President, in a reply letter to international students at Peking University, used a Chinese saying to encourage them to travel widely across China, to measure the land with their feet, to feel the emotions of the Chinese people with their hearts, and to understand China's past, present, and future^[1]. These words not only motivate international students in China to gain a deeper understanding of the real China through firsthand experiences outside the classroom, but also urge educators to showcase contemporary China's developmental achievements during classroom instruction.

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The Belt and Road Initiative (BRI) is a significant symbol of China's commitment to establishing a new framework of openness in a new historical context. It aims to promote cooperation among nations in various fields, including economics, culture, education, science and technology, healthcare, and people-to-people exchanges. Over the past decade, the BRI has gradually evolved into a key vehicle for promoting international exchanges and cooperation in higher education, facilitating intercultural communication, and contributing to build a community with a shared future for mankind. On May 29, 2023, during the fifth collective study session of the Political Bureau of the CPC Central Committee, Chinese President, emphasized the importance of actively participating in global education governance, advancing the "Study in China" brand, telling China's story well, sharing China's experiences, and amplifying China's voice to enhance the international influence and discourse power of Chinese education^[2].

International exchanges and cooperation among higher education institutions act as bonds and catalysts, strengthening cultural exchanges and political trust between China and other Belt and Road countries. As highly skilled talent engage in academic research and theoretical discussions across regions and countries, they also foster emotional connections, shared values, and mutual understanding. In the process of sharing educational resources for mutual benefit, there is a growing demand for management talent with professional skills and a global perspective. Therefore, cultivating international students with both professional competence and a strong sense of vocation helps benefit people in Belt and Road countries.

Strengthening and improving the quality of education and teaching is the lifeline for the development of higher education in China. *The Administrative Measures for the Enrollment and Training of International Students in Schools*, issued by the Ministry of Education in collaboration with multiple departments, clearly states that the education and training of international students should be included in the overall educational plan of universities, and a complete and sound teaching quality assurance mechanism should be established^[3]. Although the current environment for implementing "convergent management" in domestic universities is not fully mature—given significant differences in educational levels and execution among different regions and institutions—the shift from "differentiated management" to "convergent management" is not only the future direction for managing international students in China but also a necessary means to achieve the goals of international student education. Moreover, it is an essential path for accelerating and expanding the internationalization and openness of higher education.

As a member of the Silk Road University Alliance, University X has so far welcomed and educated over 9,000 international students from across five continents, including countries such as Russia, Vietnam, Pakistan, Kazakhstan, and Kyrgyzstan. It can be said that we have succeeded in "gathering talents from all over the world and putting them to good use." However, the challenge lies in how to implement convergent teaching management for all students, given the specific national and institutional contexts. The School of International Education offers a specialized management course for business students from abroad. Combining ideological and political elements with management knowledge is an effective way to help international students master theoretical knowledge while fostering an understanding and appreciation of China. This integration is also a key step in aligning and adapting Chinese and Western cultures^[4].

Table 1 outlines the student demographics of the International Economics and Trade undergraduate program at University X's International Education School, showing that most students come from Belt and Road countries and regions. When teaching management to these students, it is important to note that management is a comprehensive discipline rooted in Western theories, with textbooks and case studies predominantly featuring Western enterprises, while examples from the East are rarely included. Therefore, it is necessary to consider the value and framework of integrating ideological and political education (IPE) into management courses under the BRI. This paper will illustrate how to identify ideological and political elements within the four major areas of management, how to connect these elements with contemporary themes to make them more accessible, and how to explore a full-course ideological and political teaching model for management studies.

Table 1 Student Demographics of International Economics and Trade Undergraduates at University X

Semester	Class	Country of Origin	Major	Number of Students	Language
2019-2020 First semester	Class of 2017 Korean International Trade/Class of 2019 Central Asian International Trade	Malaysia, Japan, South Korea, Vietnam, Tajikistan, Kazakhstan, Turkmenistan, United States, Russia	International Economics and Trade/Economics Discipline	38	Chinese
2020-2021 First semester	Class of 2018 and 2019 Korean International Trade/Class of 2020 Central Asian International Trade	South Korea, United States, Russian Federation, Tajikistan, Kazakhstan, Turkmenistan, Uzbekistan, Kyrgyzstan	International Economics and Trade/Economics Discipline	35	Chinese
2021-2022 First semester	Class of 2020 Korean International Trade/Class of 2021 Central Asian International Trade	South Korea, Vietnam, Turkmenistan, Kazakhstan, Russian Federation	International Economics and Trade/Economics Discipline	20	Chinese
2022-2023 First semester	Class of 2022 Central Asian International Trade	Thailand, Myanmar, Afghanistan, Vietnam, Turkmenistan, Kazakhstan, Kyrgyzstan, Russian Federation, Laos	International Economics and Trade/Economics Discipline	18	Chinese
2023-2024 Second semester	Class of 2023 Central Asian International Trade	Thailand, Vietnam, Afghanistan, Russian Federation, Cambodia, Japan, Laos, Turkmenistan, Angola, South Korea, Malaysia	International Economics and Trade/Economics Discipline	18	Chinese

2. Literature Review

Curriculum Ideology and Politics (CIP) means integrating IPE seamlessly into the entire process of teaching professional courses. In this process, IPE fully leverages its role in promoting mainstream ideology, addressing the weak integration between general professional education and the spirit of the new era, and ensuring a directional approach where both elements advance together. In other words, CIP is not a simple combination of professional courses and ideological education, but a deep fusion of ideological elements and theoretical points. It represents a new educational paradigm that fosters the intrinsic development of ideological education and a necessary path for maintaining and innovating ideological education.

(1) The current state of development in CIP teaching practice

At the National Conference on Ideological and Political Work in Higher Education in December 2016, Chinese President emphasized the importance of leveraging classroom instruction as the main channel for conducting IPE for university students. He called for integrating general education courses, professional courses, and ideological and political theory courses to better fulfill their educational roles^[5]. Since then, a series of regulations and policies issued by the government have aimed to align IPE with general education, professional education, and practical education to collectively uphold the fundamental task of fostering virtue and developing talent.

In the CNKI (China National Knowledge Infrastructure) database, a search using the keywords “Great Ideological and Political Education” (“大思政”) and “Curriculum Ideology and Politics” (“课程思政”) yielded 1,038 articles published between 2020 and 2024, including 131 articles from Chinese core journals and CSSCI (Chinese Social Sciences Citation Index) journals. Using CiteSpace to analyze keywords, current research focuses on terms like “Curriculum Ideology and Politics,” “Theoretical Orientation,” “Practical Pathways,” “Collaborative Education,” “Teaching Models,” and “Integrated Development.”

Representative studies include: Xiao Xianglong analyzes CIP within the broader framework of “Great Ideological

and Political Education,” clarifying misunderstandings and highlighting its value. He optimizes design and implementation paths in three aspects: development concepts, platform building, and mechanism construction^[6]. Qiu Renfu clarifies the relationship between CIP and Ideological and Political Courses. He discusses their alignment in political direction, educational goals, and political identity, proposing four strategies to promote their coordinated development. Gao Deyi and colleagues consider building an integrated ideological and political course system comprising ideological theory courses, general literacy courses, and professional theory courses. They address issues like the “isolated islands” problem and the lack of cohesion between ideological and professional education, advocating for integrating ideological elements throughout teaching and reform processes to achieve the goal of cultivating students’ moral integrity.

On June 23, 2020, the *Opinions on Accelerating and Expanding the Opening-up of Education in the New Era* issued by the Ministry of Education and seven other departments explicitly called for enhancing the “Study in China” brand, focusing on core components of international student education, and promoting the continuous, high-quality development of studying in China^[7]. Undoubtedly, the growth in the number and quality of international students in China represents an intangible, sustainable, and strategic talent resource that plays a crucial role in solidifying China’s position and competitiveness in international education. In response to the needs of the times, deepening research on China’s national education for international students has become increasingly necessary.

A search in the CNKI database using the keywords “international students” and “ideological and political education” yielded 20 articles as of May 2024. Among these, scholar He Zhengying emphasizes that effective ideological education for international students is vital for the sustainable development of China’s international education. This approach supports the convergence of educational management for domestic and international students. He identifies current shortcomings in IPE for international students and offers optimization strategies in four areas: improving educational systems, utilizing classroom teaching, encouraging extracurricular participation, and strengthening faculty development.

In his 1954 work *The Practice of Management*, Peter Drucker first introduced the concept of “management,” establishing it as a formal discipline. However, management thought and practice have existed since ancient times. These ideas have been assimilated into contemporary management theory systems and are widely applied across various fields and countries. Therefore, in the process of learning, one should not limit themselves to classroom knowledge of management but should adopt an interdisciplinary perspective. Students should not be confined by theoretical frameworks alone; instead, they should practice these principles actively and prioritize the cultivation of personal ethics and moral integrity.

A search in the CNKI database using the keywords “management” and “ideological and political education,” after manually excluding interviews, news reports, and conference summaries, yielded 19 valid documents as of May 2024. Among the representative works, scholar Gu Leilei integrates ideological and political elements into business administration courses through three approaches: establishing value role models by presenting Chinese case studies, cultivating critical thinking by discussing Chinese issues, expanding theoretical horizons by introducing classical theories^[8]. Similarly, scholar Zhao Haiyue highlights the significance of integrating ideological and political elements into management courses. Zhao’s framework consists of three levels: clarifying guiding principles, exploring cultural resources, and mastering organizational implementation. This approach helps construct a teaching system that fully leverages the moral education potential inherent in management courses.

On October 12, 2023, the People’s Daily Online University Presidents’ Forum was held in Shenyang, Liaoning, under the theme “Leverage the Leading Role of Higher Education, Solidify the Talent Foundation for a Strong Nation.” During this event, the *2023 Analysis Report on Reform and Innovation in Ideological and Political Courses at Higher Education Institutions* (hereafter referred to as the Report) was released. The Report highlighted that significant progress has been made in the development of curriculum-based IPE. There has been a shift from focusing on

quantity to quality, and the educational framework for incorporating ideological and political elements into courses has reached new heights^[9].

Key trends identified in the *Report* for 2023 include: the integration of thematic education with IPE, strong connections with current realities and contemporary issues, the increasing role of digital technologies in enhancing teaching, greater enthusiasm for exploring innovative teaching models. The *Report* also featured a collection of outstanding course case studies based on social impact, data dissemination, mainstream media attention, and public opinion. Examples include: Peking University's online video series "*Sixteen Lectures on the Spirit of the 20th National Congress*," Tsinghua University's updated "*Situation and Policy*" course, China Agricultural University's "*Grand Ideological and Political Course*" in rural science and technology stations, Renmin University of China's "*Major Nation Borderlands*" education initiative, Harbin Institute of Technology's real-world scenario-based ideological and political courses.

These exemplary cases illustrate the innovative approaches higher education institutions are taking in course content and delivery. They offer valuable insights and replicable models for developing IPE, aligning with the core mission of moral education and significantly contributing to the nationwide expansion of curriculum-based IPE^[10].

(2) Challenges in integrating ideological and political education into professional courses at Universities

The core of curriculum-based IPE lies in guiding education with the correct educational goals and effectively integrating ideological elements with professional knowledge to achieve a unified goal of cultivating both character and talent^[11]. This process involves ensuring the rationality of integration methods and the effectiveness of integration outcomes. The lack of these two qualities stems from incomplete understanding of collaborative educational goals, inflexible use of teaching resources, and inadequate assessment metrics. Specifically, some university teachers focus solely on unidirectional knowledge transfer and emphasize their role in intellectual education, deeply exploring course content while neglecting the breadth of knowledge and their moral-educational role. This leads to a failure to shape students' mainstream ideological values^[12]. Consequently, teachers are constrained in selecting teaching resources, resulting in the misalignment between ideological touch-points and course resources, causing issues like over-generalization, narrowness, or rigidity in integration^[13].

Stephen Robbins' *Management* textbook, comprising 18 chapters and 530 pages, contains extensive ideological elements. However, many teachers narrowly interpret ideological integration as national education and core values, overlooking implicit educational resources. Moreover, the methods of integrating teaching resources are often simplistic, lacking systematic consideration of the internal logic of knowledge integration. Teachers may avoid embedding ideological content for fear of crossing political boundaries, resulting in superficial integration, like "sandwiching" or "labeling". Educators should distill textbook knowledge points to guide students - domestic and international - to develop resilience, cooperative spirit, and global awareness, fostering correct management principles, innovation, and team spirit. This enhances students' confidence, encourages responsible leadership, and cultivates globally-minded management talent.

Additionally, the lack of comprehensive evaluation systems for ideological teaching creates issues^[14]. Evaluation tends to focus on knowledge rather than values, rely on static results over dynamic assessment, and use rigid methods, favoring paper-based tests over diverse approaches. Furthermore, evaluation is often limited to peer reviews, neglecting multi-stakeholder feedback. As a result, professional course teachers struggle to assess the effectiveness of ideological integration, making it difficult to align curriculum-based ideological education with dedicated ideological courses. This hinders achieving the goal of comprehensive, full-process, and collaborative education.

In conclusion, the path to curriculum-based IPE is "long and arduous," still facing numerous challenges and difficulties. To address this, universities nationwide need to collaborate based on their specific teaching practices

and characteristics. They should advance the development of a curriculum-based ideological education system tailored to their institution's unique features, adhering to the principles of collaborative education, making effective use of teaching resources, and establishing detailed evaluation metrics. This ensures efficient character cultivation and high-quality talent development through curriculum-based ideological education.

3. The Value of Ideological and Political Education in Management Courses for International Students in China

In the context of globalization, integrating IPE into management courses plays a crucial role in three key areas: enhancing the sense of fulfillment for participants, improving the comprehensiveness of the discipline, and promoting the cross-disciplinary sharing of educational resources. By precisely blending ideological and political elements with management knowledge, educators are internally motivated to actively seek ways to enhance their teaching abilities. This approach also encourages international students to better understand the mainstream values of contemporary Chinese society and the essence of China's rich cultural heritage. In other words, incorporating ideological and political content and unlocking its potential is a necessary step to uphold the integrity of imparting disciplinary knowledge while innovating teaching methods, content, and systems.

(1) Enhancing the sense of fulfillment for participants in management course ideological and political education

In the current higher education environment, the teaching model of IPE in courses has become a crucial means of improving teaching quality and students' sense of fulfillment. In the context of management courses, IPE plays a role not only in enhancing educators' teaching capabilities but also profoundly impacts international students from all over the world. On one hand, for educators, integrating IPE elements with management theory represents a novel teaching approach. This requires them to combine management principles with Chinese political theory, economic policies, and core socialist values while teaching management concepts. This interdisciplinary teaching method demands both deep theoretical grounding and broad cognitive perspectives. The challenges posed by this integration stimulate educators to improve their teaching skills, expand their teaching horizons, and innovate their instructional techniques. As the saying goes, "Only those who innovate while upholding principles will advance." Educators who embrace innovation and flexibility in IPE teaching will gain significant rewards, fostering greater confidence and composure in their future teaching careers. On the other hand, international students, like their Chinese counterparts, stand at a "crossroads" of value selection and are in the critical formative stages of their personal development. These students often seek personalized, tailored education experiences and desire active participation in teaching interactions. The emphasis of IPE on engaging hearts and minds offers them a unique learning experience. By assigning engaging pre-class tasks, promoting interactive discussions in class, and analyzing case studies that compare management practices in China and their home countries, educators can seamlessly embed IPE elements into thoughtfully designed classroom scenarios. Through this approach, international students not only learn management theories but also gain insight into the management practices and philosophies developed over more than 70 years of New China's growth. This blend of rigorous knowledge and relaxed, engaging learning environments significantly enhances international students' sense of participation and fulfillment. It helps them form correct values and worldviews, preparing them to become ambassadors of Chinese thought and culture in their future careers.

In summary, the importance of IPE in management courses for enhancing participants' sense of fulfillment cannot be overstated. By optimizing teaching content and methods and reinforcing cross-cultural exchanges between teachers and students, we have every reason to believe that IPE will play an increasingly positive role in management education. Through this teaching model, we can cultivate management professionals who possess both a global perspective and characteristics rooted in Chinese values, thereby meeting the demand for outstanding

management talent in the modernization efforts of various countries.

(2) Integrating IPE in management courses enhances the continuous improvement of the disciplinary system

The deep integration of management course content with ideological and political elements plays a crucial role in refining their respective disciplinary systems. On one hand, IPE is not a “solo performance”. Integrating IPE into management courses infuses fresh vitality into the ideological and political theory curriculum. Traditional IPE classes typically rely on large lectures, assemblies, and generalized moral discussions to track and influence students’ ideological development, often dominated by broad, one-size-fits-all teaching methods^[15]. By combining management practices with ethical principles, management course IPE makes ideological education more dynamic and engaging. Using case studies and practical experiences, it connects theoretical concepts to real-world issues, helping students grasp complex topics and apply theory to practice. This innovative teaching approach aligns with the demands of modern higher education and meets the learning needs of both domestic and international students. It enhances the effectiveness of moral education by providing a multi-disciplinary perspective on societal conditions and contemporary challenges, thus promoting the deeper development of the IPE system. On the other hand, management is a discipline that emphasizes both theory and practice, aiming to cultivate students who uphold ethical principles while managing public affairs or business operations^[16]. By appropriately embedding IPE elements in management education, core socialist values become a guiding framework for social trends. This approach allows theories with “Chinese characteristics” and real-life examples of “China’s uniqueness” to take root and flourish in students’ minds, particularly international students. The extensive curriculum of management studies and the intricate structure of ideological education complement each other. Their integration enriches the knowledge base of both fields, creating a new system that blends professional theory with distinctive IPE features^[17].

In conclusion, IPE within management courses serves as a bridge and a link to the ongoing refinement of disciplinary systems. On one hand, it offers new pathways for maintaining and innovating the ideological and political theory curriculum. On the other hand, it supports the innovative development of management courses. To achieve this goal, we must continuously deepen reforms and practices in management course IPE, striving to cultivate more interdisciplinary, transnational management talent equipped with correct management values and high professional ethics.

(3) Management course IPE Promotes cross-boundary sharing of teaching resources

“Civilizations are enriched through exchange and mutual learning.”^[18] In the context of globalization and regional integration, integrating IPE into management courses for international students is a key mechanism for promoting cross-boundary sharing of teaching resources. This involves bridging gaps between disciplines and regions by supplementing teaching knowledge and sharing educational resources.

On the one hand, the incorporation of IPE into management courses breaks down disciplinary barriers between management studies and political education. The two align in their educational goals and complement each other in teaching information. This complementarity not only enhances teaching content but also enriches the learning experience for students. By integrating implicit ideological education, students can gain insights into management wisdom from Chinese classics, learn organizational experience from the history of the Communist Party, and understand self-management through exemplary case studies. Guided by core socialist values, elements such as the Party’s organizational management experience and the “Silk Road spirit” are effectively woven into lessons on management thought, theory, and practice, providing students with an immersive and enlightening educational experience.

On the other hand, exploring IPE in management courses for international students promotes cross-regional sharing of teaching resources. Through methods such as case analysis and field studies, management

concepts infused with “Chinese characteristics” are introduced, and the “distinctiveness of China” is demonstrated throughout the teaching process. This cross-boundary teaching approach is mutually beneficial: while international students learn about China’s realities and wisdom, educators also draw from the students’ perspectives and methods for growth and development. For example, international students often exhibit strong independent thinking and practical skills, frequently raising questions and exploring knowledge through practice. This innovative mindset and open attitude inspire educators to delve deeper into the ideological elements of their curriculum, integrating real-world examples, supplementary knowledge, and focused discussions with IPE content. Such integration helps develop new educational goals and teaching objectives that meet modern talent needs, producing updated syllabus, lesson plans, and teaching materials. Through cross-disciplinary and cross-regional exchange, teaching resources are optimized, facilitating balanced educational development both nationally and globally.

In conclusion, the integration of IPE into management courses plays an invaluable role in promoting cross-boundary sharing of teaching resources. By highlighting exemplary cases of educational cooperation among countries along the BRI, emphasizing the harmony between enterprises and society from a perspective aligned with natural law, students are encouraged to uphold integrity and foster harmonious relationships. This approach helps guide them toward achieving the grand vision of building a community with a shared future for mankind.

4. Practical Exploration of IPE Teaching Models in Management Courses for International Students in China

Integrating management courses with IPE encompasses the entire teaching process - before, during, and after class. Implicit IPE elements are embedded into explicit management curricula, breaking down barriers between the primary classroom as the “main battlefield” and the secondary classroom as the “support hub.” This approach enables international students, while immersed in the fertile ground of Chinese culture, to understand China’s distinctive logic in handling affairs (*zhihua*), enjoy forming friendships with diligent and friendly Chinese peers and teachers (*youhua*), and, in the future, actively share Chinese culture and tell China’s story effectively. They will internalize Chinese management wisdom and externalize it through their actions, serving as ambassadors for communication and exchange between China and the world (*qinhua*).

(1) Before class: reshaping educational content in line with IPE goals

The design and implementation of IPE in courses should be guided by the core principles of professional IPE, establishing clear and feasible educational goals within each specialized field. These goals are not static or purely theoretical; they dynamically evolve to align with students’ cognitive levels and educational needs. This implies that the IPE objectives for management courses tailored for international students operate as a two-way street. They should align with the overall professional IPE goal of “cultivating virtue and talent” while also accommodating the different proficiency levels of international students. Differentiated instruction and stage-specific content ensure the integration of IPE touch-points and management theory progressively, fostering an upward, spiral development. This approach helps cultivate a new generation of management talent who understand China and possess international competencies. Therefore, when designing pre-class instruction for management courses, it is essential to select appropriate IPE elements based on the course’s characteristics to meet the cognitive needs of international students. Figure 1 illustrates the framework for constructing IPE in management courses.

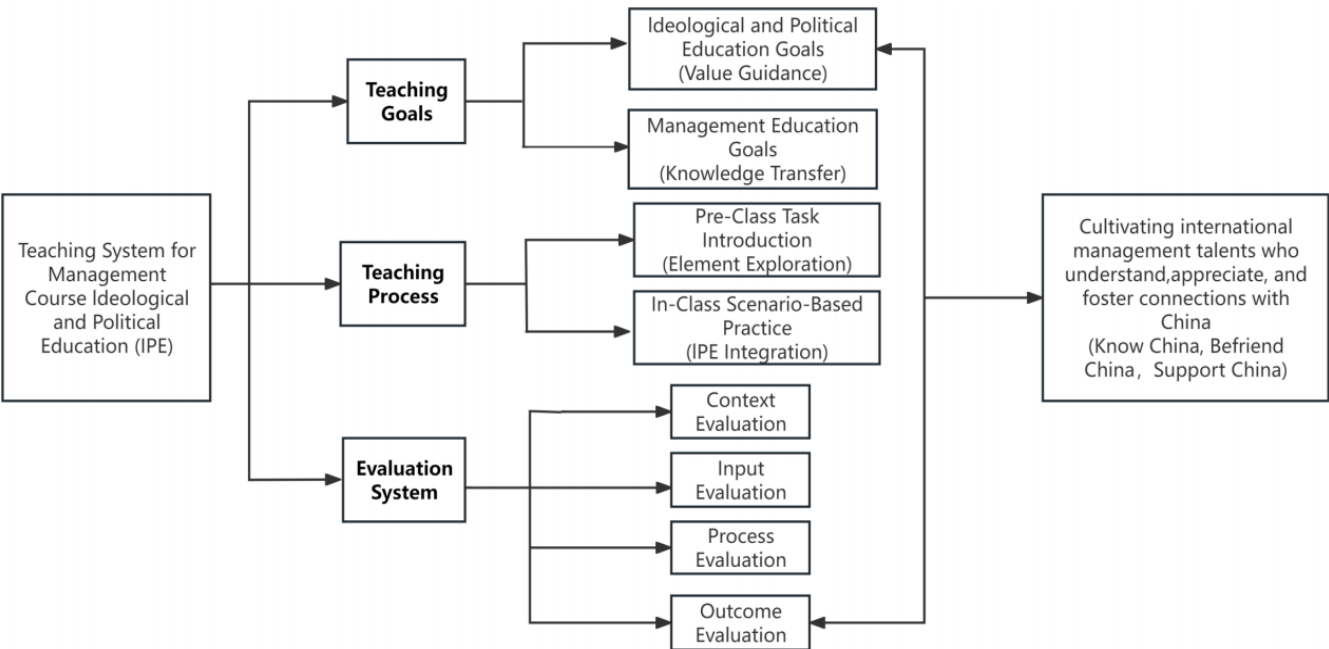


Figure 1 Framework Diagram for Constructing IPE in Management Courses

Once the overall IPE framework for the management course is defined, emphasis should be placed on analyzing the depth of the IPE content and fostering international management talent who understand and appreciate China, thereby constructing a management course system with Chinese characteristics. The precise integration of IPE into the four core components of Management - planning, leading, organizing, and controlling - is of great significance. From a macro perspective, the content of these four components should be systematically curated by drawing on China's educational opening-up progress. This approach should extend beyond textbook examples. For instance, under the BRI, the Chinese government established the *Silk Road Government Scholarship* to support students and scholars from BRI countries. Initiatives like the *"Double Hundred" Flagship Program for Vocational Schools Cooperation*, the *China-ASEAN "Double 100,000 Student Mobility" Upgrade Plan*, and the Confucius Institutes and Classrooms offer platforms for international students to grow alongside China^[19]. Additionally, attention should be given to international management trends, introducing advanced global management ideas and methods to broaden international students' horizons.

From a micro perspective, knowledge should be conveyed through China's past and present management systems and culture. For example:

Management Activities: Analyze the management mechanisms of multinational enterprises operating under the BRI and introduce traditional Chinese management philosophies and business practices to help students grasp the essence and uniqueness of Chinese management culture, fostering a sense of a shared future.

Operational Activities: Engage students in basic business activities in Chinese enterprises to cultivate their understanding of management ethics.

Welfare Distribution: Compare profit distribution policies domestically and internationally to encourage deeper reflection on the impacts of various policies on social groups, strengthening their comprehension of key concepts.

Systematically integrating IPE into these core areas helps cultivate management thinking, promote correct values, foster professional identity, and inspire entrepreneurial spirit among international students. This approach equips them with strong professional ethics, attitudes, and judgment. In the pre-class preparation phase, teachers can utilize online teaching tools, such as e-learning platforms and academic resources, to offer convenient study materials. Additionally, tools like pre-class tests and surveys can help assess international students' learning

foundations and needs, enabling more targeted guidance and support for subsequent teaching.

(2) In-Class: extracting ideological elements and enriching teaching content

The primary channel and vehicle for integrating IPE are professional courses, with educators and students as the core participants. In recent years, the student-centered teaching model has garnered considerable attention both domestically and internationally. The rise of this educational approach stems from two factors: educators aim to improve teaching effectiveness through engaging classroom instruction, while students seek to transform theoretical knowledge into value-based understanding through inspiring content and equal dialogue with educators^[20]. For international students in China, understanding the country is a gradual process. Therefore, embedding IPE into management courses should follow a progressive, multi-tiered approach, with different ideological elements introduced at each stage. This process establishes a dynamic interaction between lecturers (as information transmitters) and students (as information receivers). According to researcher Aldona Palujanskienė, this interaction is influenced by physiological, psychological, and social factors^[21].

Management course IPE should follow the three-stage transformative process for international students in China: “Understanding - Comprehending - Identifying.”

Understanding Stage: At this initial stage, introduce ideological elements to help international students gain a broad understanding of China’s social system, historical culture, and national conditions. For instance, when teaching fundamental management principles, educators can incorporate historical anecdotes or modern management practices to spark students’ interest in Chinese culture and management wisdom.

Comprehending Stage: As students move toward comprehension, use traditional Chinese cultural concepts and social customs - such as “people-oriented” and “harmonious coexistence” - as ideological touchpoints. Introduce ethical principles and regulatory guidelines embedded in Chinese management practices to help students grasp “China Red” values and reflect on their future career plans.

Identifying Stage: At this final stage, most students have overcome initial stereotypes and developed an informed understanding of China’s realities and customs. The focus shifts to contemporary Chinese economic, political, cultural, and ecological management practices. Educators can leverage real-world resources like notable figures, news reports, and current events to enrich the content, helping students integrate into Chinese society and culture. This process fosters internationally-minded management talent who also possess a sense of humanistic responsibility.

Table 2 Incorporating Typical Ideological and Political Elements into the Five Sections of Management Textbooks

Theoretical Knowledge	Chapter	Typical Case	Ideological and Political Touchpoints	Educational Outcomes
Management Basic Knowledge	Chapter 1-7	<i>The Art of War</i> : Know Yourself and Your Enemy for Victory; <i>Zizhi Tongjian</i> : Listen to All Sides for Clarity, Partiality Brings Obscurity; Deng Xiaoping and the Reform and Opening-Up Policy	Craftsmanship Spirit, Marxist Dialectics and the Law of Unity of Opposites; China’s diplomatic philosophy of “Peace, Development, Cooperation, and Mutual Benefit”; Core Socialist Values; Path of Socialism with Chinese Characteristics	Cultivate students’ logical and rational thinking, make decision-making more scientific; enhance students’ recognition and understanding of China’s development.
Planning	Chapter 8-10	The concept of “Sovereign, Minister, Assistant, and Envoy” in Traditional Chinese Medicine; the introduction of the Belt and Road Initiative; the proposal and development of a Community with a Shared Future for Mankind	Advantages of the Socialist System with Chinese Characteristics; the “Five-Sphere Integrated Plan”; Diversity of actors within the Socialist Market Economy	Understand and recognize the socialist market economy system; apply management knowledge to improve adaptability among international students.

Organizing	Chapter 11-13	Government agency reforms; the establishment and development of e-government platforms; the Han Dynasty's civil service selection system (Chaju system); Tencent and Alibaba's HR mechanisms - modern human resource management models	China's historical and modern talent selection systems; nurturing a new generation for the era; education in ideals and beliefs; Marxist humanist theory	Develop a correct outlook on career choice and employment; meet global management demands by continually enhancing self-learning abilities, and strive harder amidst the changes and challenges of our times.
Leadership	Chapter 14-17	Huawei's incentive mechanisms; Skinner's dedication to science; VR panoramic technology used in the Hangzhou Asian Games	Marxist theory of social interaction; the concept of a Community with a Shared Future for Mankind; Marxist materialist dialectic of quantitative and qualitative changes	Develop students' ability to listen attentively and communicate effectively; understand the importance of the Belt and Road Initiative, and enhance confidence in the Chinese market environment.
Controlling	Chapter 18	Zhang Ruimin smashing the refrigerator incident at Haier; Internet+ innovation; Increased investment in scientific research	Socialist rule of law with Chinese characteristics; Inherent Chinese sense of national responsibility and cultural confidence	Develop respect for laws and self-discipline; cultivate a meticulous, innovative, and excellence-driven "craftsman spirit."

(3) Post-Class: reflect on educational outcomes and refine the assessment system

From the perspective of the long-term development of international education, it is necessary to establish a comprehensive evaluation system for curriculum-based IPE for international students, spanning the entire process of pre-class, in-class, and post-class stages. In management education, teachers and students are undoubtedly active participants who possess the potential to recognize their needs and societal information to make informed decisions^[22]. A curriculum-based IPE framework that is acknowledged by international students must meet their psychological needs for autonomous learning, teaching quality, and teacher-student relationships. Therefore, whether educators can deliver effective teaching and stimulate international students, especially those under standardized management, to develop psychological, competence, and belonging needs becomes a core indicator for evaluating the effectiveness of ideological and political teaching. By integrating the Stufflebeam CIPP (Context, Input, Process, and Product) evaluation model into the entire course process, the four background evaluation indicators are combined with pre-class self-assessment, in-class student evaluation, and post-class peer evaluation. This approach aims to create an evaluation system for ideological and political teaching with Chinese characteristics. Table 3 outlines the framework of evaluation indicators for educators within this integrated model. Its core principles are argumentation, diagnosis, and improvement. The ultimate goal is to provide evaluators with effective information on educational assessment, thereby enhancing the effectiveness of student development and talent cultivation.

Table 3 Full-Course CIPP Evaluation Model Indicators

CIPP Model Indicators	Teaching Evaluation Indicators	Course Segment Indicators
Background Evaluation	(1) Whether the ideological and political elements can be integrated throughout the entire management course, and whether the pre-course design includes teaching arrangements suitable for international students.	Pre-class Self-Evaluation
Input Evaluation	(2) Whether the management teacher has a rich collection of course ideological and political teaching case studies and video resources; (3) Whether the educator understands and masters the basic connotation and teaching objectives of course IPE, and whether they need training in course ideological and political teaching skills; (4) Whether the educator can effectively use the basic methods and skills of course IPE to teach international students.	

Process Evaluation	(1) Whether the educator can design the teaching plan carefully according to the requirements of course IPE (including teaching content, progress schedule, teaching methods, assessment methods, etc.), and whether they can adjust and improve the teaching materials in a timely manner to meet the knowledge demands of international students; (2) Whether the educator can stimulate the interest of international students in understanding Chinese culture and Chinese management knowledge during the teaching process, and whether they can achieve effective communication and interaction; (3) Whether the educator is skilled in integrating ideological and political elements with professional theoretical knowledge and effectively achieving a “subtle influence” in the course; (4) Whether the implementation of course IPE affects the normal course teaching; (5) Whether the ideological and political points taught in the course are a natural extension of the course content or related knowledge points.	In-class Mutual Evaluation (Student Evaluation of the Teacher)
	Whether international students give positive evaluations of the IPE in the management course; (2) Whether international students are willing to accept expanded topics related to politics, public ethics, culture, career, and innovation/entrepreneurship in class; (3) Whether international students can maintain a good state while studying content related to course IPE; (4) Whether international students actively participate in discussions and interactions related to ideological and political topics in the management class.	In-class Mutual Evaluation (Teacher Evaluation of Students)
Outcome Evaluation	(1) How well the objectives of the management course IPE activities are achieved; (2) International students' satisfaction with the course IPE activities; (3) The sense of achievement international students gain from the course IPE activities; (4) Whether the teacher's course ideological and political teaching can gain recognition from peers and experts; (5) Whether the teacher's course ideological and political teaching plan, especially the teaching design, is worth referencing by colleagues; (6) Whether the teacher's course ideological and political teaching plan has good demonstration and promotional value.	Post-class Self-Evaluation

The combination of CIPP evaluation indicators with the full course evaluation model highlights the role of improving educational evaluation. It can greatly meet the needs of evaluating educational reform activities and assessing the effectiveness of educational outcomes^[23]. In the teaching practice of course IPE for international students, applying this evaluation model better addresses their psychological needs for independent learning abilities, teacher teaching development, and the communication between teachers and students. Through this evaluation mechanism, international students can comprehensively and in detail understand their learning progress and outcomes, thus receiving personalized teaching guidance. Additionally, this model helps create a more open and inclusive learning environment, where international students feel understood and respected from different cultural backgrounds, strengthening their sense of belonging in China. It helps them better integrate into the campus, and further demonstrates their value in the global educational landscape.

5. Conclusion

Developing international education in China, cultivating high-level and high-quality talents for countries along the BRI, and encouraging these talents to actively participate in the construction of the Belt and Road is a long-term and meaningful undertaking. This paper, through the collection of typical management case studies containing ideological and political elements, explores the teaching practice of IPE in management courses through pre-class teaching reflection, in-class teaching design, and post-class teaching evaluation. It not only imparts professional theoretical knowledge to international students but also demonstrates to them how China, as part of the world, contributes wisdom and strength to the global management field through teamwork spirit, innovation, practice, and collaboration. This process leads the ideological development of international students, encouraging them to establish good values and morals, and to work together to build a community with a shared future for mankind.

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