

Teaching Collaboration and School-Based Practice Research on Ideological and Political Education in University Wushu Courses

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Abstract

Focusing on Ideological and Political Education in University Wushu Courses, this study adopts the perspectives of Synergetics and Systems Theory. It comprehensively utilizes Knowledge Graph, Expert Consensus, Large-Sample Measurement, and Action Research to conduct a conceptual review of the academic and policy evolution. The study constructs an Integrated Teaching Collaboration Model of "Content-Method-Evaluation-System" and implements school-based practice in universities with diverse levels of education. The research suggests that Ideological and Political Education in Wushu Curriculum can rely on its "Technique, Etiquette, and Philosophy" Cultural Genes and achieve Synchronized Resonance of Knowledge Transfer and Value Guidance through the "Situation Trigger-Cognitive Processing-Behavior Generation" Collaboration Mechanism. The school-based practice forms a "Diagnosis-Improvement-Incentive" Closed Loop, ensuring the continuous optimization and long-term ecological effect of Teaching Collaboration. The study concludes that the integration of Excellent Traditional Chinese Culture into Physical Education Teaching provides a replicable, scalable, and monitorable Collaborative Paradigm. Furthermore, it contributes theoretical references and practical models for the high-quality development of Curriculum Ideology and Politics.

Keywords

Universities; Wushu curriculum; Teaching; Practice.

1. Introduction

Ideological and Political Courses and Curriculum-based Ideological Education move in the same direction, synergize, and complement each other. The former exerts the "Main Channel" Role through explicit theoretical classes, while the latter achieves "Nurturing Silently" through implicit professional classes, together forming a "Grand Ideology and Politics" Horizontal Linkage Pattern. In the current stage of integrated development of the two, Wushu teaching naturally possesses Value Embedding space: explanation and demonstration present Cultural Spirit, collective error correction cultivates Rule Awareness, and group confrontation stimulates cooperation and responsibility.

The systematic integration of ideological and political elements into the entire process of lesson preparation, lecturing, practice, and evaluation, coupled with differentiated reconstruction at the school-based level, not only responds to the contemporary requirement of Synchronized Resonance of Knowledge Transfer and Value Guidance but also provides a practical pathway for the Creative Transformation of Excellent Traditional Chinese Culture in university classrooms.

2. Knowledge Graph Retrospective Analysis: From Academic Context to Policy Context

2.1. Stage Evolution: From Macro Concept to Micro Practice

In recent years, Curriculum-based Ideological Education has gradually become a hot topic in educational research, serving as an important direction for educational reform in universities. As evidenced by data from CNKI, the number of relevant research documents has increased year by year since 2017, indicating sustained academic attention to this field.

Early studies primarily concentrated on macro-level discussions of Curriculum Ideology and Politics concepts. Research on Sports Courses, particularly Wushu Specialization, was relatively scarce. In 2017, only a limited number of documents addressed Sports Courses, and a systematic Research Framework had not yet been established.

Entering 2018, the research began to gradually become more detailed. Some scholars began to pay attention to the Educational Function of Traditional Ethnic Sports in Curriculum Ideology and Politics, proposing that Traditional Ethnic Sports not only helps students improve their Physical Fitness, but also has unique value in inheriting Excellent Traditional Chinese Culture and enhancing Cultural Confidence. This type of research provided a Theoretical Foundation for the subsequent integration of Wushu courses and Ideological and Political Education.

Since 2019, relevant research has shown an explosive growth. Studies on Curriculum-based Ideological Education in Wushu Specialization courses have gradually increased, and the research content covers the excavation of Moral Education Elements, the transmission of Cultural Spirit, and the shaping of National Character in Wushu courses.

Scholars generally believe that Wushu, as an important component of Excellent Traditional Chinese Culture, has an Educational Function that is reflected not only in Skill Transfer but also in its profound Cultural Connotation and Educational Value. Some studies have also proposed combining Modern Teaching Methods, such as the "Internet + Education" Model, to promote the Innovative Development of curriculum-based ideological and political education in Wushu courses.

By 2022, relevant research had been further deepened, and research topics became more diverse, covering multiple dimensions such as the Integration Path of Curriculum Ideology and Politics in Wushu Education in Colleges and Universities, the Implementation Status of Curriculum Ideology and Politics in Traditional Ethnic Sports Courses, and Competency Construction of Wushu Teachers. The Research Perspective has gradually shifted from Macro Concept to Micro Practice, reflecting the increasing maturity and systematization of research in this field.

Currently, the integration of Curriculum Ideology and Politics with Wushu education remains a key focus in educational research, demonstrating its continued development potential and practical significance.

2.2. Regional Differences: Spatial Distribution and Thematic Gaps

Despite the widespread implementation of Curriculum Ideology and Politics research nationwide, there are significant differences in the spatial distribution of research across regions. Taking some provinces as examples, the number of relevant studies is relatively limited, especially in areas where High-Level Institutions are concentrated, research involving Ideological and Political Education in Wushu Curriculum is even scarcer. Existing literature mainly focuses on universities in the southern or central regions, and the research subjects are mostly Popularized Sports Courses, such as Aerobics and High School Physical Education. Research on Curriculum-based ideological and political education in Wushu courses has not yet formed a regional research hotspot.

This unevenness in regional research reflects an insufficient emphasis on Traditional Ethnic Sports resources in some regions during the advancement of Curriculum Ideology and Politics. It also exposes Research Gaps in local universities regarding the Integration of Local Culture with Curriculum-based Ideological Education. Therefore, strengthening Regional Research on Ideological and Political Education in Wushu Curriculum at the regional level will not only contribute to the Development of Local Education Characteristics but also facilitate the Localization and Diversification of Curriculum Ideology and Politics.

2.3. Future Trends: Deepening Directions and Value Space

Current research on Curriculum-based Ideological Education in Wushu courses has moved from the stage of conceptual advocacy to the Practical Exploration Stage, with increasingly enriched research content and diversified research methods. However, there are still problems such as insufficient research depth, unbalanced regional development, and unclear practical paths.

Future research should further focus on the following aspects: first, strengthening the Theoretical System Construction of Ideological and Political Education in Wushu Curriculum, clarifying its Educational Goals and Implementation Principles; second, deeply exploring the Ideological and political elements in Wushu courses to achieve the Organic Integration of Value Guidance with Knowledge Transfer; and third, exploring Diversified Teaching Paths and Evaluation Mechanism to improve the Implementation Effect and Sustainability of Curriculum Ideology and Politics.

By systematically reviewing existing research results and shortcomings, it will help provide Theoretical Support and Practical Guidance for the in-depth development of curriculum-based ideological and political education in University Wushu Courses, and promote the Effective Inheritance and Innovative Development of Excellent Traditional Chinese Culture in the Modern Education System.

Research Design: Methodological Framework and Technical Path.

3. Closed-Loop Research Architecture: From Conceptual Configuration to Practical Verification

3.1. Overall Framework: Retrospection-Diagnosis-Reconstruction-Verification

Guided by the Cyclical Improvement Thought, this study regards Ideological and Political Education in Wushu Curriculum as a Dynamically Evolving Education System. First, in the "Retrospection" stage, the Value Coordinates and Theoretical Anchor of Curriculum Ideology and Politics are condensed through a dual review of Policy Text and Academic History. Second, in the "Diagnosis" stage, a Three-Dimensional Portrayal of the problems in the Real-World Field, such as Vague Objectives, Generalized Content, and Singular Methods, is drawn with the help of expert wisdom and empirical data. Third, in the "Reconstruction" stage, the Wushu Cultural Genes are taken as the core to construct the Three-in-One Content Model of "Value-Knowledge-Action", and a Collaboration Mechanism is designed from the four dimensions of system, subject, resource, and Evaluation. Finally, in the "Verification" stage, the optimized scheme is embedded into the Real Classroom, and evidence is continuously collected through Action Research, forming the Spiral Ascent Path of "Problem-Intervention-Reflection-Re-intervention", to ensure that the research conclusions have both Explanatory Power and Generalizability.

3.2. Mutual Interpretation of Literature and Policy: Anchoring Conceptual Boundaries and Problem Domains

Employing a strategy that places equal emphasis on quantitative and qualitative methods, this study conducts Knowledge Graph Analysis of existing research to identify high-frequency

themes, emergent issues, and the Academic Community. Simultaneously, it performs Discourse Analysis of Policy Texts issued at the national and ministerial levels to extract the Three-Dimensional Essentials of "Objectives-Content-Evaluation". Through the mutual interpretation of Academic Discourse and Policy Discourse, this research aims to delineate the Conceptual Boundaries of "curriculum-based ideological and political education in Wushu courses", preventing confusion with general Physical Education Ideology and Politics or Wushu Moral Education in Primary and Secondary Schools. Furthermore, it seeks to reveal Research Gaps and Practical Pain Points, providing a Logical Starting Point for subsequent Indicator Construction and Variable Selection.

3.3. Expert Consensus: Construction and Verification of the Indicator System

Employing the Delphi Method, the wisdom of experts from various disciplines, including Sports Science, Ideological and Political Education, Wushu Training, and Educational Evaluation, is gathered. The first round involves open solicitation to form an Indicator Pool. The second round focuses on Importance Scoring to eliminate Low-Consensus Items. The final round includes Group Statistics and Personalized Feedback to achieve the Convergence Standard of "High Full-Score Rate and Low Coefficient of Variation". The ultimately established Indicator System encompasses five dimensions: Course Objectives, Content Design, Method Strategies, Teacher Qualities, and Student Gains. It not only responds to Policy Requirements but also reflects Wushu Characteristics, providing a unified, reliable, and operable Evaluation Scale for subsequent Large-Sample Measurement.

3.4. Empirical Measurement: Large-Sample Data and Multivariate Statistics

A Questionnaire Survey is conducted among teachers and students from universities at different levels. Stratified Cluster Sampling is used to ensure the Representativeness of the Sample.

The teacher questionnaire focuses on the Chain Model of "Element Cognition-Teaching Integration-Behavioral Intention," while the student questionnaire addresses the Latent Variables of "Value Identification-Internalization Degree-Externalized Behavior." The Mediating Effect of "Ideological and Political Element Integration → Classroom Satisfaction → Learning Gains" is examined using Structural Equation Modeling, with the Bootstrap Method employed for Robustness Test. This approach reveals the Causal Paths and their strength between variables, providing Quantitative Evidence for Mechanism Elucidation.

3.5. Logical Deduction: A Three-Part Argument of Experience, Mechanism, and Countermeasures

Based on the Empirical Evidence, Logical Analysis Combining Induction and Deduction is used. First, disparate phenomena are elevated into Typified Propositions, and the Three Core Problems of "Vague Objectives, Fragmented Content, Homogeneous Methods" are identified through induction. Second, Deep-Seated Mechanisms are analyzed from four dimensions: Institutional Supply, Subjective Ability, Resource Support, and Evaluation Orientation, revealing Breaking Points in the "Structure-Process-Outcome" Chain. Finally, taking the Cultural Core of Wushu "Technique, Etiquette, and Philosophy" as a starting point, the Empowerment Model of "Situation Trigger-Cognitive Processing-Behavior Generation" is proposed, achieving Organic Integration of Empirical Evidence and Theoretical Construction.

3.6. Technical Route: Closed-Loop Cycle and Spiral Ascent

The entire study adheres to the closed-loop logic of "Theoretical Construction, Empirical Testing, and Practical Correction." In the theoretical construction phase, concept anchoring is achieved through mutual interpretation of literature and policies. In the empirical testing phase, a chain of evidence is obtained through expert consensus and questionnaire surveys. In the

practical correction phase, the optimization scheme is embedded in sample colleges and universities. Evidence is continuously collected through classroom observation, in-depth interviews, learning analytics, and other means. Intervention strategies are fine-tuned in the next round of the cycle, eventually forming a transferable, scalable, and sustainable Optimization Paradigm of Wushu Curriculum Ideology and Politics in Colleges and Universities.

3.7. Innovative Dimensions: Four-Dimensional Synergy of Content, Mechanism, Model, and System

First, in terms of content innovation, the cultural structure of Wushu, encompassing "Technique, Etiquette, and Philosophy," is transformed into Major Value Modules of "Patriotism, Gentleman's Personality, Rule Awareness". This constructs a hierarchical and classified Ideological and Political Element Spectrum, achieving a precise mapping of Value Supply and Movement Routines.

Second, regarding mechanism innovation, the Three-Stage Empowerment Mechanism of "Situation Trigger-Cognitive Processing-Behavior Generation" is proposed. This mechanism embeds value transmission into the entire process of technical teaching, resolving the Dilemma of "Knowledge-Value" Dichotomy.

Third, in terms of model innovation, an Integrated Teaching Path of "Online Immersion-Offline Experience-Extracurricular Practice" is developed. This path breaks down Space-Time Barriers between classrooms and the outside world, as well as between schools and communities, extending the Effective Radius of Ideological and Political Education.

Fourth, concerning Institutional Innovation, a Differentiated and Modular Implementation Blueprint is designed based on the School-Running Orientation and Resource Endowment of different institutions. This is complemented by Formative Evaluation Tools to promote Curriculum Ideology and Politics from a "Bonsai-Style" Pilot to "Ecological" Popularization, achieving School-Based Implementation of "One School, One Plan".

4. Action Path Development: From Scheme Design to Effectiveness Generation

4.1. Evidence-Driven: Academic-Policy Dual-Source Definition and Value Coordinate Anchoring

This section systematically reviews domestic and international journals, dissertations, conference papers, and policy texts from national ministries and commissions, using knowledge graphs, clustering algorithms, and discourse analysis as tools. Through the coupling analysis of high-frequency themes, emergent vocabulary, and co-citation networks, "curriculum-based ideological and political education in Wushu courses in universities" is placed in the Three-Dimensional Coordinate System of "National Needs-Discipline Mission-Educational Goals." This clarifies its Evolutionary Logic from Policy Call to Academic Consciousness. It also extracts Blank Areas and Value-Added Space that have not been fully discussed, laying the foundation for the Legitimacy, Directionality, and Innovative Value Origin of subsequent reforms.

4.2. Consensus Building: Evidence-Expert Dual-Wheel Verification and Jointly Drawing Demand Portraits

This study adopts a mixed orientation. On the one hand, a large-sample questionnaire is distributed to teachers and students from universities in different regions and at different levels to obtain the Chain Data of "Element Cognition-Teaching Integration-Behavioral Intention" and "Value Identification-Emotional Experience-Behavioral Externalization." On the other hand, a Three Rounds of Delphi Procedure is initiated, inviting experts in Sports Science,

Ideological and Political Education, Wushu Training, Educational Evaluation, and other fields to conduct Anonymous Iterative Judgment. Quantitative Results and Qualitative Opinions are mutually verified, and the Overall Portrait of "Key Needs-Priority-Improvement Areas" is finally output, providing a High-Precision, High-Consensus Decision-Making Basis for the scheme design.

4.3. Iterative Implementation: Dual-Track Construction of Plan-Teaching and Context Reshaping

Based on the principle of "Backward Design-Forward Construction," the research team developed an Intervention Package of "Content Embedding-Method Innovation-Evaluation Embedding." At the content level, guided by the "Technique, Etiquette, and Philosophy" Cultural Genes of Wushu, modules such as National Sentiment, Gentleman's Personality, and Rule Awareness were embedded into Forms, Sanshou (Free Fighting) Unit. At the method level, an Integrated Scenario of "Online Immersion-Offline Experience-Extracurricular Practice" was constructed, integrating Micro-lessons, Sports APP, VR Technology, Flipped Classroom, and Club Competitions. At the evaluation level, a Three-Stage Scale of "Diagnosis-Formation-Conclusion" was designed to achieve Visualization of Triple Gains in Value, Skills, and Behavior. Subsequently, semester-based teaching practices were carried out in diverse types of universities. Multi-modal data collection, incorporating classroom observation, video analysis, and learning analytics, was employed to form a high-density, full-process chain of evidence, which supported the dynamic fine-tuning and continuous optimization of intervention strategies.

4.4. Mechanism Extraction: Dual-Layer Abstraction of Case-Model and Path Genealogy Generation

In teaching practice, holographic recording was conducted on typical classrooms, and comparative analyses were performed on selected "high-efficiency sample" and "growth sample". With the aid of the three-level coding procedure of grounded theory, raw data were elevated to concepts, categories, and relationships, ultimately condensing the Empowerment Mechanism Model of "Situation Trigger-Cognitive Processing-Behavior Generation". Simultaneously, incorporating the four-domain elements of institutional supply, subjective ability, resource support, and campus culture, a selectable implementation path genealogy was developed to provide a "menu-style" operation checklist for universities with different endowments, realizing the leap from empirical cases to theoretical models.

4.5. Effectiveness Feedback: Evaluation-Incentive Two-Way Closed Loop and Ecological Long-Term Mechanism

Based on the "Evidence-Based" Concept, this study developed formative evaluation tools and introduced multiple subjects, including Teacher Self-Evaluation, Student Peer-Evaluation, Colleague Evaluation, and Platform-Assisted Evaluation. Instant Data Visualization was achieved through Radar Charts, Learning Analytics Dashboards, and Growth Portfolios. The evaluation results were softly linked to Teacher Title Evaluation and Appointment and Student Comprehensive Quality Assessment, establishing a "Diagnosis-Improvement-Incentive" Closed Loop. This closed loop not only promotes Continuous Optimization of Teaching Strategies for teachers but also stimulates the Proactive Occurrence of Value Internalization for students. Furthermore, it propels curriculum-based ideological and political education in University Wushu Courses from "Project-Based" Exploration to an "Ecological" Normalized Operation, ensuring the Sustainable Iteration of Quality Improvement and Value Generation.

5. Conclusion

This study on teaching collaboration and school-based practice of Ideological and Political Education in Wushu Curriculum in universities, with the Integrated Model of "Content-Method-Evaluation-System" as its core, has completed the Closed-Loop Test from Theoretical Conception to Classroom Validation. The research confirms that collaboration mechanisms can effectively enhance the Accuracy of Value Transfer and the Adaptability of the Teaching Process. Furthermore, school-based strategies can achieve Differentiated Implementation in universities at different levels and form a Sustainable "Diagnosis-Improvement-Incentive" Quality Ecology. These conclusions provide a Replicable Operational Paradigm for curriculum-based ideological and political education in Wushu courses and contribute Empirical Evidence for the Integration of Sports Disciplines into the "Grand Ideology and Politics" Pattern.

However, the complexity of curriculum-based ideology and politics determines that this study still has certain limitations. The sample area and institution type are relatively limited, and the long-term effects and cross-cultural applicability remain to be tracked. The integration of new methods such as digital technology and artificial intelligence is insufficient. Future work needs to be continuously deepened in the following three aspects: First, expand the tracking cohort of multi-regional and multi-type universities to verify the robustness of the model in different cultural contexts. Second, introduce intelligent technologies such as learning analytics and educational data mining to achieve dynamic optimization of teaching decisions and risk warning. Third, construct a vertically connected Wushu Ideology and Politics Chain of Primary and Secondary Schools-University to form an Integrated Education System for All Academic Stages. Only by completing iterative updates on a larger temporal and spatial scale can we truly realize the Paradigm Shift of Traditional Sports Courses from "Technical Training" to "Cultural Cultivation" and allow Excellent Traditional Chinese Culture to take root in university classrooms and become more and more vital.

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