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Construction and Practice of a Cross-Regional Collaborative System for Ideological and Political Education in Logistics Curricula at Universities in Southwest China

Ying Gong, Minyu Shi

School of Management Science and Engineering, Chongqing Technology and Business University, Chongqing 400067, China

Abstract

The cross-regional and networked operation of the logistics industry imposes new requirements for ideological and political education on the cultivation of logistics talent in universities. At present, the construction of curriculum ideological and political education for logistics majors in universities in Southwest China generally faces such problems as "islandization" of resources, unbalanced regional development, and insufficient integration between professional teaching and ideological and political education. Relying on the existing cooperation basis of co-construction and joint examination of logistics courses among universities in the four provinces and municipalities of Yunnan, Guizhou, Sichuan, and Chongqing, and adopting methods such as literature analysis, review of practical cases, and inductive analysis, this study explores the construction path of a cross-regional collaborative curriculum ideological and political education system. Centering on the identification of regional characteristic ideological and political elements, the design of a cross-regional coordination mechanism, and the advancement of teaching practice, this study preliminarily explores the construction of a cross-regional collaborative curriculum ideological and political education system for logistics majors, attempts to establish a three-dimensional matching framework of "professional knowledge points–ideological and political elements–regional scenarios," and proposes implementation paths from the aspects of teaching team coordination, course content co-construction, and teaching seminars. The educational framework and implementation paths proposed in this study can provide a reference for the integration of ideological and political education resources and collaborative education of logistics majors in universities in Southwest China.

Keywords

Curriculum ideological and political education; logistics majors; cross-regional coordination; education system; three-dimensional matching framework.

1. Introduction

1.1. Research Background and Problem Statement

As a basic and strategic industry supporting the circulation of the national economy, the logistics industry is characterized by cross-regional coordination as a core operational feature. With the deepening advancement of the "Belt and Road" Initiative, the accelerated construction of the New International Land–Sea Trade Corridor, and the rise of the Chengdu–Chongqing Economic Circle to a national strategy, logistics networks have continuously broken through administrative regional boundaries, forming a cross-regional service pattern with seamless multimodal transport connections. This trend imposes higher requirements on logistics talent in terms of cross-regional coordination capability, sense of social responsibility, and patriotic feelings.

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Meanwhile, China's higher education is in a critical period of comprehensively advancing ideological and political education and deepening the construction of new liberal arts. The Guiding Outline for the Construction of Curriculum Ideological and Political Education in Higher Education Institutions explicitly requires management disciplines to guide students to "understand the national strategies of relevant industries and cultivate professional ethics and a commitment to serving society". However, the construction of curriculum ideological and political education for logistics majors in universities still faces many challenges: ideological and political resources are scattered across regions and institutions, lacking a cross-regional integration and sharing mechanism; curriculum ideological and political education mostly remains at the simple overlay level of "knowledge points + cases," with the phenomena of "labeling" and "hard landing"; and the gaps in construction levels among regions are obvious, with limited spillover of high-quality educational resources.

Universities in the four provinces and municipalities of Yunnan, Guizhou, Sichuan, and Chongqing in Southwest China have formed a certain cooperation basis in the co-construction and joint examination of logistics courses, which provides conditions for further advancing cross-regional curriculum ideological and political education. However, how to transform the existing cooperation basis into the co-construction of ideological and political resources, the coordination of teaching content, and the innovation of education mechanisms still requires further exploration. Accordingly, this study explores the implementation path of cross-regional curriculum ideological and political education based on the existing cooperation mechanism.

1.2. Significance of the Study

At the theoretical level, this study explores the construction of curriculum ideological and political education for logistics majors from a cross-regional coordination perspective, attempting to expand the analytical perspective of existing research. Current research on curriculum ideological and political education mostly focuses on local explorations of a single institution and a single course, while systematic research on the deep integration of the cross-regional attributes of the logistics industry with ideological and political education remains relatively scarce. This study attempts to construct a whole-chain theoretical framework of "element mining–mechanism construction–practice advancement," providing a supplement to research on regional characteristic resource integration and collaborative education mechanisms.

At the practical level, this study has threefold application value: first, it adapts to the talent needs arising from cross-regional development of the logistics industry by integrating professional qualities such as industry responsibility and coordination into the whole education process; second, it alleviates the "islandization" of ideological and political resources in universities in Southwest China, enhancing the overall level of regional curriculum ideological and political education through cross-regional resource integration and sharing; third, it strengthens the effectiveness of universities in serving national strategies, guiding students to pay attention to major national needs such as the Western Development Strategy and Rural Revitalization.

2. Literature Review

2.1. Research Status of Curriculum Ideological and Political Education for Logistics Majors

Since the National Conference on Ideological and Political Work in Colleges and Universities, the construction of curriculum ideological and political education in Chinese universities has progressed from the proposal of the concept to comprehensive advancement. The academic community generally holds that curriculum ideological and political education is an educational

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concept that integrates ideological and political elements into the teaching of various courses, with the core of realizing the organic unity of knowledge transmission and value guidance. Under the context of new liberal arts construction, curriculum ideological and political education has been endowed with new connotations such as interdisciplinary integration and industry–education collaborative education.

Existing research on curriculum ideological and political education for logistics majors mainly concentrates on three directions: first, the mining of ideological and political elements and teaching design of single courses, such as the exploration of integration paths in core courses like Supply Chain Management and Logistics System Planning; second, the innovation of ideological and political teaching methods, such as the application of case-based teaching, scenario simulation, and project-based learning; and third, research on the evaluation system of curriculum ideological and political education. Zhou Xingjian and others proposed a multi-dimensional coordination model of ideological and political education and professional teaching, providing a coordination framework for the construction of curriculum ideological and political education for logistics management majors. Overall, existing research still has such problems as the research perspective being limited to single institutions, the cross-regional attributes of the logistics industry not being fully utilized in resource mining, and the theoretical construction being insufficient despite abundant summaries of practical models.

2.2. Research Gap and Positioning of This Study

The research value of this study is mainly reflected in the following three aspects. First, it breaks through the single-domain perspective of traditional curriculum ideological and political education and extends the research boundary to the cross-regional coordination level, exploring the integration mechanism between the cross-regional attributes of the logistics industry and ideological and political education. Second, based on the resource endowment differences among the four provinces and municipalities of Yunnan, Guizhou, Sichuan, and Chongqing, it explores an idea of regional complementarity and advantage superposition for ideological and political resource integration. Third, relying on the practice basis of four consecutive years of co-construction and joint examination among some universities in the four provinces and municipalities, it attempts to refine the construction ideas of a whole-chain education system, providing theoretical reference and practical examples for cross-regional curriculum ideological and political education construction of similar applied majors.

3. Realistic Difficulties in Cross-Regional Curriculum Ideological and Political Education Construction

3.1. “Islandization” of Ideological and Political Resources and Insufficient Integration

Southwest China is endowed with rich and unique ideological and political resources, but the current resource integration presents an obvious “islandization” feature. Chongqing takes the Hongyan Spirit and mountain-city culture as its core; Yunnan relies on the diversity of ethnic culture and cross-border trade practice; Sichuan focuses on the integrated development of the Chengdu–Chongqing Economic Circle; and Guizhou is represented by the Long March Spirit. However, these high-quality resources are scattered among universities, competent industry authorities, and enterprises, and universities lack a normalized resource-sharing mechanism.

This is manifested in threefold difficulties. First, resource mining is fragmented: universities lack systematicity in sorting out regional ideological and political resources and fail to deeply explore their intrinsic connection with logistics majors. Second, coordination mechanisms are lacking: although there is an existing inter-university cooperation basis such as co-construction and joint examination, the existing cooperation still has room for further expansion in the co-

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construction of ideological and political resources, coordination of course content, and sharing of teaching practice, with both repeated development and insufficient supply coexisting. Third, the translation of resources into effective teaching practices remains challenging: regional ideological and political resources are not sufficiently aligned with logistics teaching, making it difficult to integrate these resources effectively into classroom instruction.

3.2. Disconnection between Industry Demand and Talent Cultivation

The essential feature of cross-regional and networked operation of the logistics industry requires practitioners to possess the core qualities of cross-regional resource integration and coordination. From the perspective of capability requirements of cross-regional logistics coordination, the existing course content and practical links still have room for further expansion. On the one hand, some courses pay insufficient attention to the differences in industrial characteristics and logistics policies among regions; on the other hand, the coverage of scenarios such as cross-regional logistics network planning, multimodal transport organization, and cross-border resource coordination in teaching still deserves further attention.

3.3. Unbalanced Construction Levels and the "Hard Landing" Problem

The construction of curriculum ideological and political education for logistics majors in universities in the four provinces and municipalities of Southwest China is still in a stage of continuous exploration, and different universities differ in resource accumulation, faculty coordination, and teaching practice. In the teaching practice of some courses, there still exist problems such as the simple splicing of ideological and political elements with professional knowledge points and the disconnection of teaching content from the actual scenarios of the logistics industry, which affect the organic integration of value guidance and professional knowledge transmission. In addition, the construction of ideological and political cases faces such problems as relatively single sources, insufficient regional characteristic embodiment, and the need to improve professional adaptability. Therefore, it is necessary to rely on cross-regional coordination mechanisms to promote regional resource sharing and the integrated application of teaching cases.

4. Identification and Matching of Curriculum Ideological and Political Resources for Logistics Majors in Southwest China

4.1. Chongqing Regional Ideological and Political Element System

As a major center of revolutionary heritage in Southwest China, Chongqing's ideological and political element mining closely follows the logical mainline of "spirit inheritance–culture empowerment–industry landing."

In the red spirit dimension, the spiritual connotations of firm conviction, unity and coordination, and responsibility contained in the Hongyan Spirit are combined with professional content such as task coordination, resource allocation, and public service guarantee in emergency logistics. In the "Emergency Logistics Guarantee" chapter of Supply Chain Risk Management, the resource coordination, transport organization, and division of responsibilities in emergency logistics are analyzed in combination with the public materials of relevant enterprises participating in emergency material transport and guarantee, drawing on the experience of practical teaching curriculum ideological and political education construction in application-oriented undergraduate universities, so as to guide students to understand the professional responsibility of logistics practitioners in responding to emergencies.

In the industrial practice dimension, it closely follows the practice of national strategies such as the New International Land–Sea Trade Corridor in Chongqing. In the multimodal transport

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module of International Logistics, the hub role of Chongqing in the construction of the New International Land–Sea Trade Corridor is interpreted, and combined with the cross-border logistics operation cases of the China–Europe Railway Express (Chengdu–Chongqing), aiming to guide students to establish an awareness of their responsibility to support China's opening-up strategy. The green logistics packaging recycling system and low-carbon transport route optimization practices are also introduced to convey "rule awareness" and "ecological responsibility."

4.2. Yunnan Regional Ideological and Political Element System

Relying on the strategic positioning of "the radiation center facing South and Southeast Asia," Yunnan's ideological and political element mining focuses on the three-dimensional system of "ethnic unity–cross-border cooperation–green development."

In the ethnic unity dimension, combined with the regional characteristics of multi-ethnic cohabitation in Yunnan, educational resources in rural logistics services, agricultural product circulation, and cross-regional transportation are mined around such themes as ethnic unity, mutual assistance and cooperation, and common development. Relying on the practice of "integrated development of rural passenger, freight, and postal services," and by interpreting the logistics benefit cases covering minority areas, students are guided to understand the supporting value of logistics services for rural revitalization and regional coordinated development.

In the cross-border opening-up dimension, closely following Yunnan's positioning as an important node of the "Belt and Road" Initiative, the ideological and political connotation of "interconnection, mutual benefit, and win-win" is mined. In the Cross-Border Supply Chain Management course, centering on tasks such as the cross-border logistics coordination of the China–Laos Railway, and combining the concept of synergy of on-campus and off-campus resources emphasized in the construction of "grand ideological and political courses", students are guided to understand subject coordination, rule compliance, and open cooperation in cross-border logistics. At the same time, combined with the RCEP cross-border logistics facilitation rules, the bridging role of Yunnan in the construction of a logistics hub in South and Southeast Asia is explained.

4.3. Cross-Regional Ideological and Political Resource Coordination Mechanism between Chongqing and Yunnan

Relying on the cooperation basis of co-construction and joint examination of logistics courses in the four provinces and municipalities of Yunnan, Guizhou, Sichuan, and Chongqing, this study takes the regional resource integration of Chongqing and Yunnan as the key exploration direction. Drawing on the concept of circle-layer collaborative education and relying on the existing inter-university cooperation mechanism promoted jointly by relevant universities, teachers in Chongqing and Yunnan explore multi-dimensional collaborative practice around the three goals of ideological and political resource complementarity, unified education standards, and co-construction of practice scenarios, providing a reference for universities in Sichuan and Guizhou to subsequently participate in resource co-construction.

First, a normalized cross-regional ideological and political seminar mechanism is established, carrying out online and offline combined teaching and research activities on a regular basis, covering backbone teachers of several cooperative universities in the two regions, and exploring the compilation of the Adaptation List of Ideological and Political Elements for Logistics Majors in Chongqing and Yunnan. Second, the coordinated connection between professional course assessment and curriculum ideological and political goals is explored. Without changing the basic requirements of professional course assessment, the feasible path of integrating such contents as professional quality, rule awareness, and social responsibility

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into case analysis and comprehensive application questions is studied, and the assessment design is improved through teacher seminars. The relevant implementation effects still need to be tested in subsequent teaching practice.

5. Construction of the Cross-Regional Collaborative Education System

5.1. Cross-Regional Teaching Team and Course Content Co-Construction Mechanism

At the team formation level, relying on the faculty advantages of universities in Chongqing and Yunnan, backbone teachers with rich experience in curriculum ideological and political education construction and teaching reform are selected. Drawing on relevant research on the challenges and optimization strategies of curriculum-based ideological and political education in logistics programs at higher vocational colleges, this study explores the establishment of a cross-regional collaborative teaching team involving key partner universities such as Chongqing Technology and Business University and Yunnan University of Finance and Economics. The cross-regional teaching team carries out collaborative work around such links as the determination of curriculum ideological and political goals, the sorting of professional knowledge points, the screening of regional cases, the design of teaching plans, and implementation feedback, gradually forming an operational process of "joint discussion–case development–classroom application–feedback improvement."

At the course content level, with the core courses of logistics majors as the carrier, curriculum ideological and political content is jointly developed, systematically integrating such ideological and political elements as national logistics development strategies, regional economic coordinated development, and logistics industry responsibility into teaching. Combined with the practical characteristics of the two regions, the construction of a cross-regional curriculum ideological and political case library is explored. The case sources cover four dimensions: sharing of cross-university case resources, extraction of regional policies and strategies, transformation of professional real problems, and field mining of enterprise practice.

5.2. Three-Dimensional Matching Framework of "Professional Knowledge Points–Ideological and Political Elements–Regional Scenarios"

To alleviate the "hard landing" problem of curriculum ideological and political education, the cross-regional teaching team preliminarily sorts out the main knowledge points of core courses for logistics majors, the characteristic ideological and political elements of Chongqing and Yunnan, and the typical regional industrial scenarios, constructing a three-dimensional matching framework of "professional knowledge points–ideological and political elements–regional scenarios," so as to provide a structured reference for teachers to identify integration points of curriculum ideological and political education, screen regional cases, and design teaching activities, thereby enhancing the correlation between ideological and political elements and professional knowledge.

Table 1 Examples of Matching between Curriculum Ideological and Political Elements and Regional Scenarios for Logistics Majors

Core Course	Core Knowledge Point	Corresponding Ideological and Political Elements	Regional Characteristic Scenario
Supply Chain Management	Emergency logistics guarantee	Responsibility, coordination	Public cases of emergency material allocation

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Cross-border Logistics	Cross-border supply chain coordination	Open cooperation, rule awareness	China–Laos Railway cross-border logistics practice
Green Logistics	Low-carbon logistics cost control	Ecological responsibility, sustainable development	Public cases of green packaging and low-carbon transport
Logistics System Planning	Rural logistics network construction	Livelihood responsibility, common development	Practice of integrated rural passenger, freight, and postal services
Supply Chain Management	Cross-regional logistics coordination	Overall awareness, regional coordination	Logistics coordination practice in the Chengdu–Chongqing region
Cross-border Logistics	Cross-border port operation	Rule-of-law awareness, rule awareness	Operation practice of Ruili or Mohan port

5.3. Implementation Guarantees of the Cross-Regional Collaborative Education System

Based on the aforementioned resource identification, team collaboration, and teaching implementation paths, the implementation conditions of the cross-regional curriculum ideological and political education system are further summarized from four aspects: organizational coordination, educational concept, technical support, and operational guarantee. The organizational coordination level covers teaching team formation, course resource co-construction, and inter-university cooperation mechanisms; the educational concept level highlights the combination of professional knowledge transmission and value guidance, closely following national strategies and industry demand; the technical support level focuses on online teaching and research, resource sharing, and multimedia teaching tools; and the operational guarantee level clarifies the division of responsibilities, implementation feedback, and continuous improvement mechanisms.

6. Practical Exploration and Implementation Paths

6.1. Cross-Regional Joint Practical Teaching

Under the framework of cross-regional collaborative education, practical teaching is an important carrier for implementing the value guidance of curriculum ideological and political education. Given the practical constraints associated with inter-university coordination and geographical distance, large-scale face-to-face joint practical activities may be difficult to organize. At the same time, the establishment of a cross-regional practical resource-sharing mechanism is explored, relying on existing online teaching and research platforms to promote the sharing of practical projects and case resources among universities in the four provinces and municipalities. Students can be organized to carry out special investigations on issues such as regional logistics coordination, industrial linkage, and corridor construction, guiding students to understand the professional connotation of coordination and responsibility in the process of analyzing regional logistics practical problems.

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6.2. Innovation of the "Soft Landing" Path for Ideological and Political Integration

To avoid the "hard landing" of curriculum ideological and political education, drawing on the OBE outcome-based education reform experience, this study explores the innovative path of "soft landing" of ideological and political integration from two levels: project-based learning design and mutual learning of teaching methods. In terms of project-based learning, course tasks can be designed around real regional propositions such as Chengdu–Chongqing logistics coordination, China–Laos Railway cross-border logistics, and rural passenger, freight, and postal integration. At the teaching method level, the mutual exchange of teaching courseware such as red cases and cross-border industrial cases between different universities is promoted. The above teaching ideas still need to be further tested through subsequent teaching pilots.

7. Conclusions and Prospects

Grounded in the essential feature of the cross-regional development of the logistics industry and the cooperation basis of co-construction and joint examination of logistics courses among some universities in the four provinces and municipalities of Yunnan, Guizhou, Sichuan, and Chongqing, this study explores the construction path of a cross-regional collaborative curriculum ideological and political education system, mainly drawing the following conclusions.

First, the cross-regional and networked development characteristics of the logistics industry put forward realistic demands for resource integration and collaborative education in the construction of curriculum ideological and political education for logistics majors in universities. Relying on the existing cooperation basis of co-construction and joint examination among universities in the four provinces and municipalities, cross-regional curriculum ideological and political education can expand the resource sources of curriculum ideological and political education construction of single universities by integrating characteristic resources of different regions and strengthening inter-university teaching exchange and case sharing, providing new ideas for collaborative education among regional universities.

Second, centering on the identification of regional characteristic resources, the design of coordination mechanisms, and the advancement of teaching practice, this study has preliminarily formed a construction framework of the cross-regional curriculum ideological and political education system. The framework starts from the mining of regional ideological and political elements and, through the construction of such mechanisms as teaching team coordination, course content co-construction, and normalized teaching seminars, attempts to organically integrate such teaching links as the three-dimensional matching framework, project-based learning, and cross-regional practice. Whether the framework can be applied to different regions and different types of universities still needs to be tested through further practical application and evaluation.

Third, the matching framework of "professional knowledge points–ideological and political elements–regional scenarios" helps clarify the relationship between professional teaching and value guidance, providing a reference for teachers to identify ideological and political integration points in professional courses, screen adaptive regional cases, and design teaching activities. Whether the proposed framework improves the alignment between professional knowledge and value guidance remains to be examined through subsequent teaching practice and systematic evaluation.

This study still has certain limitations: the research scope currently focuses on Chongqing and Yunnan as the key exploration regions, and the collaborative practice in Sichuan and Guizhou needs further deepening; the quantitative evaluation system of educational effects is not yet complete; and the technology-empowerment dimension needs to be strengthened. Subsequent

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research can further expand the participation of regions such as Sichuan and Guizhou on the existing cooperation basis, improve the cross-regional curriculum ideological and political case library and teaching feedback mechanism, and explore the establishment of a comprehensive evaluation system that takes into account knowledge mastery, professional quality, and value identification, so as to test the applicability of this educational framework in different universities and teaching scenarios.

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