Article

Research on the Practical Paths of Integrating Red Cultural Resources into Ideological and Political Education

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Abstract: Red cultural resources, which are valuable spiritual assets produced in the course of the Chinese Communist Party leading the people in revolution, construction, and reform, are key carriers for ideological and political education. This study, with cases of educational practices from different places in China, using literature studies, cases, and data analysis approaches, aims to systematically study the effective channels for integrating red cultural resources into ideological and political education. Findings from this study indicate that a "five-in-one" practical pathway system, consisting of innovation of curriculum system paths, deepened practical education, empowerment through digital technology, building a cooperation mechanism, and improvement of evaluation systems, can greatly increase the efficiency of ideological and political education. Data from the Ministry of Education indicates that over 1,600 revolutionary history museums and memorial halls and over 300 classic red tourism scenic spots in China have been key spots for ideological and political education, with receptions of red tourism exceeding 2 billion person-times, which has huge potential for educational development in red culture. This study offers theoretical support and practical paths for innovative development in ideological and political education in a new era.

Keywords: political theory education; red culture; culture resources integration

1. Introduction

Red cultural resources involve the glorious past of the Party and the people's mighty struggle, which are rich in content of ideological and political education (Deng et al., 2024; Li et al., 2024). They not only provide spiritual guidance for connecting the past, present, and future but are also a key support for building core values of socialism (Liu et al., 2023; Shi et al., 2023). In 2021, "Opinions on Making Full Use of Revolutionary Cultural Relics Resources to Strengthen Ideological and Political Work in Colleges and Universities in the New Era" was jointly released by the Ministry of Education and the State Administration of Cultural Heritage, which specifically pointed out that it was a requirement to "give full play to the unique role of revolutionary cultural relic resources in Party history learning and education, revolutionary tradition education, patriotism education, and ideological and political work in colleges and universities."

Nevertheless, in practical operation, there are also some issues in the course of integration: it is difficult to transform static red resources into dynamic educational content; the relationship between educational approaches and youth cognitive characteristics remains not close enough; coordination between different subjects like schools, museums, and society remains insufficient; and there is no perfect evaluation mechanism for educational effectiveness (Zheng, 2023). These issues limit the comprehensive role of the educational function of red cultural resources. Thus, how to find scientific and effective practical paths to realize the organic integration of red cultural resources and ideological and political education has become a pressing issue.

Previous studies were mostly about theoretical value of red cultural resources and description of individual cases, but no systematic study has been done concerning the total path system and empirical test with multiple cases. This study fills that gap by developing a "five-in-one" practical path model from a multi-method study, and testing it with data in order to offer a more comprehensive and feasible scheme for integration practice (Chen et al., 2023; Liu, 2023).

2. Methods

This research uses three research methods in a comprehensive manner in order to make certain that there are scientific and reliable research outcomes.

2.1. Literature Research Method

The research group systematically searched policy documents, monographs, and articles in professional journals about red cultural education in five years. Important literature sources are "Opinions on Making Full Use of Revolutionary Cultural Relics Resources to Strengthen Ideological and Political Work in Colleges and Universities in the New Era" in 2021, as well as "National Red Tourism Development Plans." Based on analyzing literature sources, this study established a theoretical implication of "red cultural resources," a status of integration practice, and a theoretical framework of this research.

2.2. Case Analysis Method

The sample cases were taken from different areas, as well as different types of institutions for education, colleges, and universities like Jinggangshan University, Guangdong Neusoft Institute, and Ganzhou Vocational and Technical College, as well as other local education systems like that of Tianshui City in Gansu Province, and that of Yinan County in Shandong Province. A comprehensive study has been performed in all of these sample cases. There was an analysis of their practices, processes, and their effects in order to acquire replicable experience models.

2.3. Data Analysis Method

The quantitative data were obtained from three channels. Firstly, it came from official data that were released by the educational administration departments. For example, it involved data like the number of national Red Education Bases and the percentage of red courses in colleges and universities. Secondly, it involved statistical data from local educational practices. Examples of such data would include data that involved the number of research activities, participation, as well as volunteer service hours. Lastly, it involved special data from a survey. An example of such data included students' satisfaction with Red Education as well as their understanding of Red Culture.

3. Results

Through systematic research, this study constructs a "five-in-one" practical path system for integrating red cultural resources into ideological and political education, and verifies the effectiveness of each path through specific data and cases:

3.1. Curriculum System Innovation: Building the Main Channel of Red Education

Curriculum plays a prominent role in integration (Mei, 2024). Data analysis indicates that 93.03% of colleges and universities in China have brought red cultural contents into ideological and political theory courses, and 65.87% of college teachers integrated red cultural elements into professional course teaching, which has built a "dual-track education model" of "ideological and political courses + curriculum ideology and politics."

The "five-in-one" red inspirational curriculum system of "knowledge, emotion, experience, understanding, and practice" has been established in Jinggangshan University, with aims of "knowledge" through lectures by experts, "emotion" through singing red songs and classics, "experience" through activities like "rewalking the Red Army Road," "understanding" through teaching in the site, and "practice" through management and social responsibility. According to data from Jinggangshan University, students developed using this curriculum system show superior performance in terms of being members of the party, rewards, studies, and entrance exam performance for postgrad programs compared with other students of a similar period.

Ganzhou Vocational and Technical College has been engaging in "Red Sharing." In 2024, students accumulated thousands of red documents, actively taking part in thousands of times, achieving a transformation from passive reception to active learning.

3.2. Practical Education Deepening: Creating Red Experience Platforms

Practice is a key connection for internalizing red culture (Zhou et al., 2023). In Tianshui City, Gansu Province, 75 local bases of patriotism education were integrated, 19 "large ideology and political courses" bases for practice teaching, and 15 "red research" routes were formulated. In 2024, over 92 themed research activities were accomplished, with 41,000 people from 121 schools.

Ganzhou Vocational and Technical College has set up practice teaching bases in Memorial Hall of the Departure of the Central Red Army's Long March in Yudu and other venues, and has organized over 20 "red walking" activities in 2024, with over 1,000 students taking part. During the summer "Three Going to the Countryside" social practices, students assisted farmers in harvesting, visited impoverished households, as well as shared red stories with left-behind children, with a combination of red culture, labor education, and promoting rural revitalization.

Guangdong Neusoft Institute has produced an interactive course called "Rewalking Deng Pei's Revolutionary Road" with AI interesting explanation and simulation, with over 80% interaction rate and over 90% satisfaction.

3.3. Digital Technology Empowerment: Expanding Red Education Space

Digital technology has brought about innovations in the dissemination and education channels of red culture. The AI interesting explanation system of Guangdong Neusoft Institute has enhanced the appeal of red education (Wang et al., 2024; Zhao et al., 2023). Wang Yixuan, a "post-95s" staff of Guazhou County Media Center in Gansu Province, has promoted local red resources in the form of short videos and Vlogs, promoting the development of local red tourist resources.

The National College Students Red Tourism Creative Planning Competition has been successively held for 14 years, which has attracted 140,000 college students to participate in old revolutionary areas and introduce red culture through new media platforms like short videos and micro-films. Qinghai Province has established a red tourism alliance in order to create a seamless digital platform for sharing resources of related scenic spots and education bases for red tourism.

3.4. Collaborative Mechanism Construction: Forming Educational

Synergy

The collaboration among multiple subjects has enhanced the efficiency of red education (Li et al., 2024). The educational mechanism of Tianshui City has established a resource-sharing mechanism, which is linked with local colleges and universities. The "Central Soviet Area Red Gene Inheritance Research Center" has been established in Ganzhou Vocational and Technical College.

Museum-school cooperation as a model has produced outstanding results. The Revolutionary Museum of Jinzhai County has 70% of "post-95s" guides, and it not only enhances explanatory quality but also goes into mountainous campuses to tell "red stories." In 2023, it received over 1 million visits, taking the lead in the province for minor visits.

3.5. Evaluation System Improvement: Ensuring Educational Quality

A scientific evaluation system is an important guarantee for educational quality. Yinan County, Shandong Province, has constructed an evaluation system covering three dimensions: cognition (mastery of red cultural knowledge), emotion (emotional and value recognition of red culture), and behavior (practice of red spirit in daily life).

4. Discussion

4.1. Data and Charts: Integration of Red Culture Resources into Ideological and Political Education

The below tables and **Figure 1** offer a quantitative analysis of the current practices, integration of technology, rates of participation, as well as perceptions of how effective it has been in integrating red culture resources into ideological and political courses in different regions of China.

Table 1

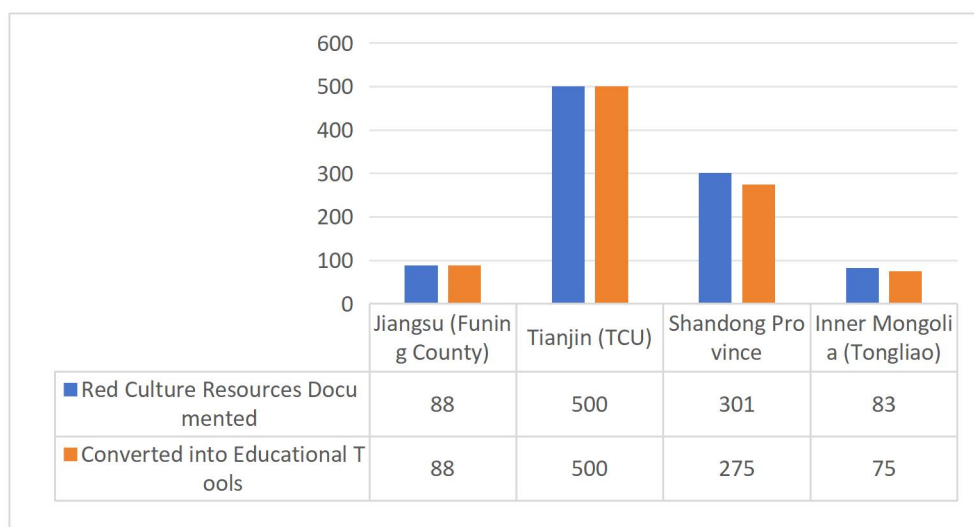*Distribution and Utilization of Red Culture Resources by Region*

Region	Red Culture Resources Documented	Converted into Educational Tools
Jiangsu (Funing County)	88	88

Tianjin (TCU)	500	500
Shandong Province	301	275
Inner Mongolia (Tongliao)	83	75

Table 1 shows how many recorded resources for red culture exist, as well as their rate of conversion into useable educational resources ("real-world classrooms," electronic archives) in a number of provinces.

Figure 1

Resource Utilization Rate by Region

	Jiangsu (Funing County)	Tianjin (TCU)	Shandong Province	Inner Mongolia (Tongliao)
■ Red Culture Resources Documented	88	500	301	83
■ Converted into Educational Tools	88	500	275	75

Note. TCU = Tianjin Chengjian University. Utilization rate refers to (Converted to Educational Tools / Documented) 100%

Analysis: High conversion rates (>90%) of recorded resources to actively functional ones are noted in this data, which indicates a significant focus on application as opposed to mere preservation.

Table 2

Participation Scale in Red Culture Education Programs

Institution/Program	Participants	Scale / Volume
Funing County Online Center	800+	Cadres
Tianjin Chengjian University "Revolutionary Monuments" Hall	1,000+	Party Branches
Student Docents at TCU	1800+	Days of Service
Tongliao City Annual Reception	190,000+	Annual Visitors
Hunan First Normal University	200+	Partner Schools

Note. Different measures are used across institutions: people for individual participants, branches for organizational units, days for service duration, visitors for reception volume, and schools for partnership scale

Table 2 gives insight into the extent of participation for various programs and institutions in relation to the size of various educational programs.

Analysis: The extent and nature of participation are enormous, ranging from cadres in online courses to thousands of party branches and students visiting physical places. The use of different measures indicates that involvement in Red Culture Education has multiple dimensions.

Table 3

Integration of Technology in Red Culture Education

Technology Type	ApplicationExample	Institution/Region
Online Learning Platforms	H5-based Cadre Learning Center (100% coverage)	Funing County
Digital Preservation & AI	3D Scanning, AI Historical Reconstruction	Tianjin Chengjian Univ.
Digital Archives & DBs	"Red Lecture Hall" DB (13 thematic courses)	Nanchang University
Digital Mapping & Access	"Red Resource Map" for online query & display	Shandong Province

Note. DB = Database; AI = Artificial Intelligence; TCU = Tianjin Chengjian University

Table 3 categorizes different technology approaches that are being used in promoting and spreading education on Red Culture.

Analysis: The application of these technologies' ranges from online education to electronic archives, as well as emerging AI and interactive cartography, marking a trend towards digitization. There is a strong focus on technology, with aims spanning preservation as well as new ways of educating a modern readership.

Table 4

Perceived Importance and Effectiveness of Red Culture Education

Survey Statement	Agreement Rate
Preference for learning Red Stories via on-site docent explanation	68.4%
Belief that strengthening Red Culture education is key	85.1%

Note. Data Source: Jiangsu Normal University Practice Group Survey (N=500).

A survey of 500 respondents, conducted by Jiangsu Normal University, has brought some insights into how people in general, as well as university students, perceive red culture education (**Table 4**).

Analysis: The high agreement rates indicate a strong support for the value of red culture education from a public perspective, as well as a preference for person-to-person experiential learning.

4.2. Summary Conclusion

According to data, a major effort in integrating red culture resources for ideological education in these ways is:

High Utilization: The major portion of available resources has been utilized.

Massive Participation: Participation takes a large number of people from cadres to students.

Technological Adoption

There has been a lot of emphasis on adopting technology, AI, and online platforms for saving resources and changing the way students learn.

Positive Perception: There are various positive perceptions related to students as well as faculty members concerning these initiatives, especially those which are interactive in nature.

The most difficult issues that would emerge in the future are related to further integration of these resources in their curriculums, use of technology, and developing means of assessing long-term effects.

On the other hand, from the analysis of practical cases, it can be discovered that in "five-in-one" practical paths, there is a key role in promoting the integration of red cultural resources and ideological and political education. Firstly, this practical path system ensures multi-dimensionalness of red education from practical paths, technology, to mechanism. Secondly, it also ensures a closed-loop model of "input - practice - evaluation - improvement." This model can effectively solve a problem of a single educational approach in traditional red education.

Firstly, this study has two innovations compared with other studies, which are that it constructs a pathway system, rather than a practice, which provides a complete solution to the integration practice, and it applies a large amount of data to test the efficiency of each pathway, which enhances the confirmation of the conclusion. Take, for instance, the satisfaction rate of red courses in Guangdong Neusoft Institute,

which has exceeded 90%, and that of red research in Tianshui City has reached 41,000 individuals, which can immediately verify that it has been accepted and efficient.

However, this study also has some limitations. Firstly, the cases involved in this study are mostly from eastern China, and the representation of western remote areas is inadequate. This may impact the universality of this conclusion. Secondly, this study focuses on the short-term educational effects, while it lacks long-term tracking data of the effects of red education on values of youth.

Exploration in the future should cover: Firstly, in the west, further studies are needed on practices of integration in remote areas; secondly, tracking studies ought to be done for a long period to explore the long-term effects of red education on youth development; thirdly, studies should be done in-depth concerning the application effects of new digital technologies, such as Virtual Reality and Augmented Reality, in red education, aiming to constantly optimize this empowerment path (Zhao et al., 2023).

Furthermore, it remains to be seen how the structure of this cooperation mechanism can be further enhanced. Now it is important to further clarify the duties and rights of governments, institutions, museums, and societal organizations, and a relatively stable and efficient coordinating mechanism has to be introduced. At the same time, it has to be ensured that the evaluation mechanism, along with a relatively scientific evaluation standard and method, has been further refined to reflect effectively the educational role of red culture.

5. Conclusion

This paper systematically examines the practical paths for connecting red cultural resources with ideological and political education through literature research, analysis of cases, and data analysis. On this basis, a "five-in-one" path system comprising innovation of curriculum system, deepening practical education, empowerment with digital technology, building a mechanism for cooperation, and improvement of evaluation systems has been developed. The findings of this study indicate that this path system provides a powerful means of achieving organic connections between red cultural resources and ideological and political education, as well as a significant enhancement of attractiveness and efficacy of ideological and

political education, which is of great implications for realizing the fundamental task of developing morality and talents.

The practical value of this research refers to: Firstly, it provides replicable experience models for institutions of education of all types to implement red education. Secondly, it provides policy recommendations for government departments to formulate policies related to development of red cultural resources and innovations of ideological and political education. Thirdly, it encourages young people to inherit and carry forward red culture through the presentation of successful cases.

With the constant improvement of the "National Red Tourism Classic Scenic Spots List" and the in-depth implementation of the revolutionary cultural relics' protection and utilization project, red cultural resources will become even more abundant. The result that young and middle-aged people aged 31-40 have become the key group of red tourists, accounting for 35%, and that the proportion of new members of the Party under 35 has exceeded 80% since the 18th Congress of the Communist Party of China fully shows that there is enormous potential in red culture for ideological and political education. In the future, with the constant optimization and improvement of the "five-in-one" path system, it is certain that red cultural resources will continue to play an even more important role in fostering a new generation of people able to undertake the great responsibility of realizing national rejuvenation.

Conflict of interest: The authors declare no conflict of interest.

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