

Practice of Ideological and Political Teaching Reform Path in the Course of “Warehousing and Distribution Practice” from the Perspective of Post Epidemic

—Taking “Delivery Operation Process” as an Example

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How to cite this paper: Zhu, L. (2025). Practice of Ideological and Political Teaching Reform Path in the Course of “Warehousing and Distribution Practice” from the Perspective of Post Epidemic. *Open Journal of Social Sciences*, 13, 532-544.

<https://doi.org/10.4236/jss.2025.137029>

Received: July 1, 2025

Accepted: July 22, 2025

Published: July 25, 2025

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Abstract

This paper focuses on the ideological and political teaching reform of the course “Warehousing and Distribution Practice” of modern logistics management in China’s higher vocational education, elaborates on the necessity of curriculum ideological and political reform, including the high requirements of talent professional ethics in the smart logistics industry, the inevitable trend of curriculum ideological and political development in professional education, and the new connotation of professional courses given by telling good anti epidemic stories, proposes a reform path that includes clarifying three-dimensional curriculum objectives, reconstructing module teaching content, delving into post epidemic ideological and political elements, opening up new paths for integrating ideological and political education, and constructing the entire process of educational evaluation. Through the practical case of the “Delivery Operation Process during the Epidemic” project, the teaching process, integration path of ideological and political elements, and teaching effectiveness are demonstrated, indicating that the reform effectively achieves the course objectives, enhances students’ learning ability and sense of responsibility.

Keywords

Warehousing and Distribution Practices, Course Ideology and Politics, Flow

1. Introduction

In September 2024, President of the People’s Republic of China Xi Jinping, general

secretary of the People's Republic of China, stressed at the second national education conference in the new era that we should firmly focus on the fundamental task of Building Morality and cultivating people and make solid progress towards the strategic goal of building an education power. Curriculum ideological and political education is an important way to implement the project of Building Morality and cultivating talents in the new era and strengthen and improve the ideological and political education in schools in the new era (Yuan, 2025). The characteristics of logistics management require practitioners to have good professional ethics, such as honesty and trustworthiness, dedication, preciseness, cooperation, and innovation. In the post epidemic era, the continuous emergence of new distribution methods such as "contactless" and "UAV distribution" accelerated the transformation and upgrading of the logistics industry to smart logistics and digital supply chain, and put forward new professional requirements for practitioners. It is of great theoretical and practical significance to cultivate high-quality technical and skilled talents with "family and country feelings, road nail spirit, backbone temperament and the unity of knowledge and practice" while teaching logistics technology skills.

2. The Necessity of Ideological and Political Teaching Reform

2.1. High Requirements for Talents' Professionalism in Smart Logistics Industry

The logistics industry chain has gradually transformed to the direction of smart logistics and digital intelligence supply chain, and the logistics posts have also been transformed into intelligent posts. It put forward the new requirements of "technology empowerment + professional quality + one post with multiple abilities" for the cultivation of logistics talents. The course of warehousing and distribution practice is the core course of modern logistics management major. It needs to solve the contradiction between the traditional teaching mode and the transformation needs of the logistics industry, guide students to establish a correct world outlook, outlook on life and values, cultivate their sense of social responsibility, professional ethics and craftsmanship spirit, and cultivate high-quality technical and skilled talents to adapt to the development of the logistics industry in the new era through the reconstruction of course content and the integration of new ideological and political content.

2.2. Curriculum Ideological and Political Education Is the Inevitable Trend of Professional Education Development

The guidelines for the ideological and political construction of courses in Colleges and universities issued by the Ministry of education clearly pointed out that all teachers and all courses should bear the responsibility of educating people, so as to achieve the same direction of Ideological and political courses and ideological and political courses (Zhang & Liu, 2021). The curriculum reform of warehousing and distribution practice integrates the requirements of "Ideological and political

education” into the teaching of logistics professional courses, and integrates new standards such as “suggestions on production and operation specifications of postal express industry during epidemic prevention and control”, “intermediate standard of logistics management 1 + x skill level” and new requirements such as epidemic prevention and elimination into the curriculum, so as to cultivate students’ ability to solve enterprise problems. Guide students to combine professional knowledge with national strategy and social needs, and cultivate their awareness of serving the country and society.

2.3. Telling the Story of Anti Epidemic Is the New Connotation of Professional Courses Endowed by the Times

The focus of the construction of “curriculum ideological and political education” is the timeliness of teaching content, and the cases of curriculum ideological and political education need to be continuously updated. Tell a good anti epidemic story (Gao, 2024), update the course Ideological and political cases, clarify the goal, grasp the law, recognize the path, and take solid action. By excavating the anti epidemic spirit, we can add the category of logistics professional quality. Mining typical anti epidemic characters, such as Wang Yong, a life ferry man, extracts the professional quality, professional integrity and good quality of typical characters from the typical, adds logistics professional quality, maintains the integrity and systematization of curriculum ideological and political construction, and highlights the era characteristics of “curriculum ideological and political”.

3. Ideological and Political Teaching Reform Path of Warehousing and Distribution Practice Course

1) Based on the new requirements of integrating intelligent technology into the field of distribution operations, the logistics industry standards such as the national teaching standards, the suggestions on the production and operation specifications of the postal express industry during the epidemic prevention and control period, and the “logistics professional skill level certification certificate”. (hereinafter referred to as logistics 1 + X) The professional skill requirements in the “certificate” standard (see Figure 1), starting with the professional ability requirements of intelligent warehouse management and operation and intelligent warehouse planning (Fan, 2025), determine the course objectives as: to stimulate students’ innovative thinking and continuous learning ability, cultivate professional quality of dedication, accuracy, efficiency and responsibility, be able to use modern logistics management theory and technical means to plan, design and optimize the intelligent storage and distribution system, skillfully operate automated storage equipment, logistics information system and data analysis tools, establish students’ comprehensive understanding of intelligent storage and distribution operation, and meet the requirements of intelligent warehouse administrator, intelligent warehouse field engineer, logistics operation specialist and other positions.

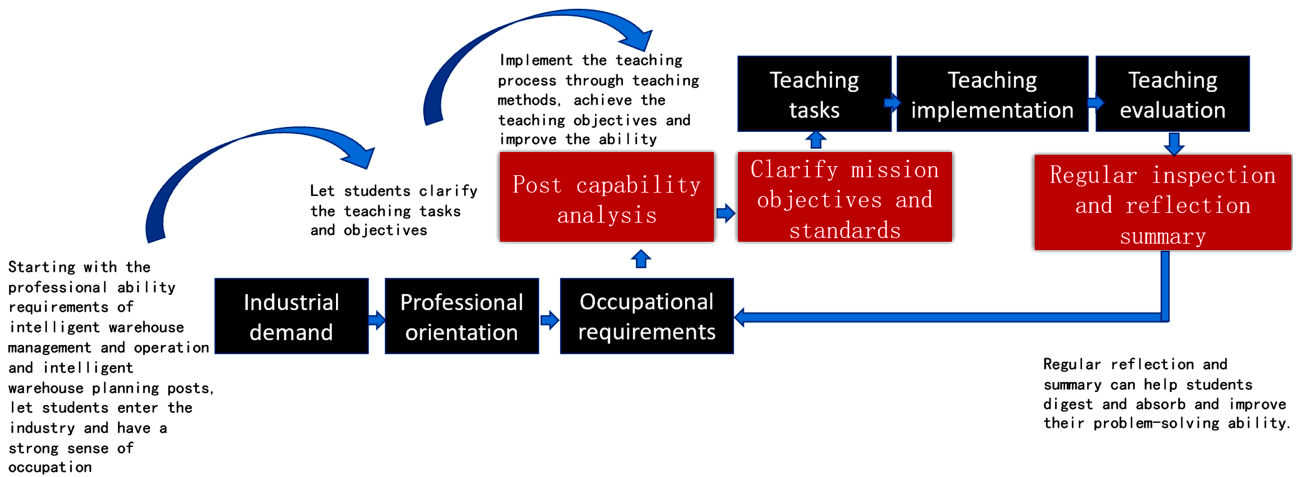


Figure 1. Confirmation chart of teaching objectives.

2) Closely follow the spirit of the times and reconstruct module teaching content

Focusing on the four core positions of intelligent warehouse operator, intelligent warehouse process planning, intelligent warehouse operation and maintenance, and intelligent warehouse field engineer, 27 abilities were sorted out. We should be student-centered, focus on moral education, and adhere to the four principles of “logistics industry problem orientation, combining professional characteristics, selecting ideological and political themes, and cooperating to complete projects” (Wu, 2023). According to the three-dimensional curriculum objectives designed by the talent training objectives, the teaching content is reconstructed, which is divided into seven modules: smart warehouse cognition, smart warehouse operation, warehouse layout and planning, inventory control management, distribution cognition, distribution operation management, distribution cost and performance (Figure 2).

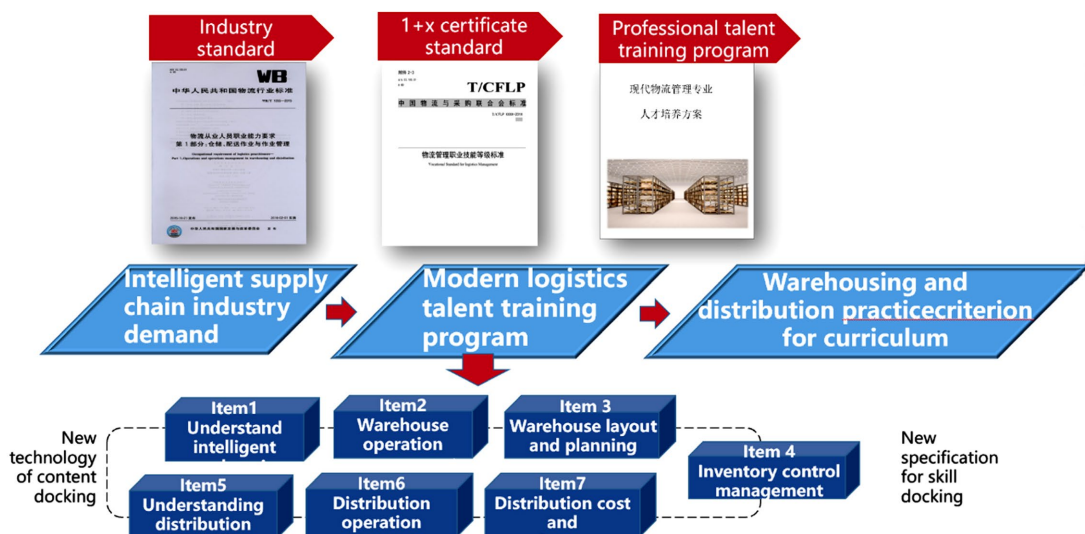


Figure 2. Composition diagram of module teaching content.

Closely follow the new standards, norms and trends of logistics industry operation from the perspective of “post epidemic” (Li, 2020), combine students’ cognitive laws, organically combine professional knowledge and skills with major national policies, heroes, typical cases, etc., systematically sort out ideological and political elements, and reasonably match each teaching task.

3) Grasp the sharp sword of epidemic prevention and control, and dig deep into the ideological and political elements of post epidemic situation

Based on the non-contact operation, regular disinfection and other operation specifications in the process of epidemic prevention in post epidemic warehouse, and the development trend characteristics of intelligent logistics such as intelligent picking system and unmanned aerial vehicle delivery, the ideological and political elements at three levels are deeply explored:

- during the epidemic period, the logistics industry responded to the call of the state, obeyed the unified leadership, dug into the anti epidemic strategies and measures at the national level, cultivated patriotism, stimulated students’ love for the party and patriotism, and enhanced their confidence in the path of socialism with Chinese characteristics and the system.
- in combination with the epidemic prevention operation specifications from the perspective of post epidemic situation in the logistics industry, we should improve the awareness of epidemic prevention and the sensitivity of epidemic prevention safety in the process of service, dig deep into the epidemic prevention standards, sort out the main line of epidemic prevention and control, improve the operation skills of intelligent warehouse, and improve both morality and technology.
- combined with enterprises and typical cases of typical figures, tell the story of anti epidemic, enrich the ideological and political connotation, refine the professional ethics and good quality of logistics personnel, and cultivate students’ qualities of helping the world and saving the people, taking on national responsibilities, and combining morality and law.

4) Grasp the sharp edge of teaching methods and open up a new path of Ideological and political integration

Match the ideological and political elements into the module teaching content. A progressive integration path of “classroom teaching + after-school practice + enterprise service” was created with “hard-working, accurate and efficient, and responsibility” as the ideological and political main line.

The first classroom: student-centered, combined with the teaching resources jointly developed by schools and enterprises, supporting the development of planning textbooks. Guided by typical job tasks, guided by students’ learning and cognitive habits, students are guided to break down tasks, explore and complete steps, practice repeatedly, and the whole process is permeated with the professionalism of endurance, patience and endurance. The course integrates a variety of information-based teaching methods such as intelligent device operation, process 3D simulation, cartoning software, etc., and uses multiple evaluation and extension

links to create a six step teaching process of “throwing-guiding-probing-practicing-evaluating-expanding”, forming a complete teaching closed loop (Figure 3). Apply big data to test students’ learning effect, and pay attention to the double increment of morality and technology.

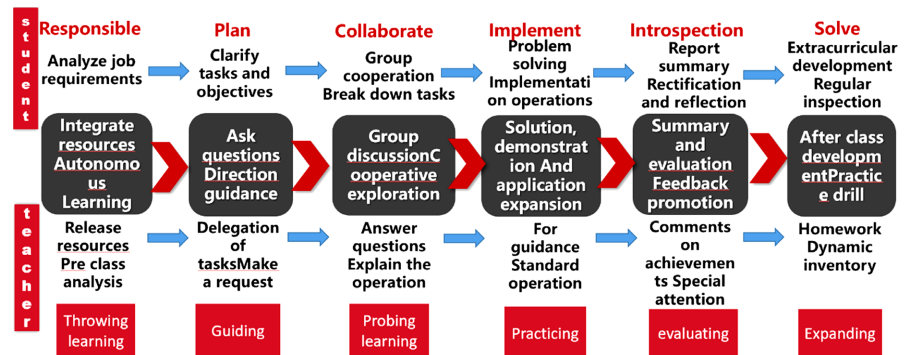


Figure 3. Classroom teaching process.

The second class: realize the one-week “grid internal circulation” logistics training base training in the class (integrate the grid management concept and internal circulation mechanism, build a logistics practice teaching place with the characteristics of efficient integration of resources, closed-loop management of processes, collaborative operation of posts, etc., and aim to cultivate compound talents meeting the needs of the modern logistics industry through a systematic and simulated training environment). Students are scheduled to practice in free time, skillfully use smart devices for practical operation, use classroom knowledge to improve work efficiency, carry out real-time socio-economic ethics education with school and enterprise dual mentors, and cultivate industry quality education such as endurance, patience, carefulness, accuracy and efficiency in practice teaching;

The third class: social services are carried out by means of “double tutor guidance + group discussion”, which is mainly guided by double tutors and supported by social projects. Students serve the warehouse process project of local private logistics enterprises with tutors in groups, with the connotation of socialist core values.

5) Hold on to the key of teaching evaluation and construct the whole process of education evaluation

A teaching evaluation system combining process evaluation and stage evaluation is adopted to dynamically monitor the students’ effect in real time and feed back to the students in time, so that students can see the changes in their grades and form a self appreciation process, so as to stimulate students’ learning motivation and build a multi-dimensional and multi-layer teaching improvement teaching evaluation system.

➤ participation of multiple subjects to form evaluation force

The multi subject evaluation model of student mutual evaluation, group mutual

evaluation, teacher comment, part-time teacher evaluation and system operation evaluation are adopted. Students' mutual evaluation enables students to examine their own learning from the perspective of peers, and cultivate critical thinking and self-reflection ability; Group mutual evaluation emphasizes the importance of teamwork and promotes mutual learning and common progress among students; Teachers' comments provide accurate guidance and suggestions for students with their professional knowledge and rich experience; The evaluation of part-time teachers is from the perspective of industry practice, so that students can understand the standards and requirements in actual work; The system operation evaluation uses information technology to monitor and evaluate students' learning behavior and achievements in real time, so as to improve the efficiency and accuracy of the evaluation. The evaluation of multiple subjects complements and confirms each other, forming a strong evaluation force and providing all-round support for students' growth and development.

➤ **Multidimensional evaluation, focusing on quality improvement**

Include ideological and political elements into the attendance dimension. Design evaluation indicators covering students' attendance, work attitude, on-site performance, 6S management and other dimensions (Zhang, 2021). Attendance is a quantitative indicator used to accurately record students' attendance. This index can directly and objectively reflect the students' consciousness of observing classroom discipline in the learning process, and reflect the students' learning discipline and sense of responsibility; Working attitude aims to reflect students' seriousness and devotion to learning tasks. The assessment is carried out by observing students' behavior performance, participation and attitude towards homework and projects in the learning process. The on-site performance is evaluated according to the comprehensive performance of students in the actual operation link. While paying attention to students' skill level, students' Adaptability in the face of emergencies or unexpected problems. 6S management cultivates students' standard consciousness and professional quality. The 6S management score is based on the comprehensive evaluation and scoring of students' performance in six aspects: sorting, rectification, cleaning, cleaning, literacy and safety, so as to measure their standard consciousness and professional quality. These multidimensional evaluation indicators are interrelated and affect each other, and together constitute a complete literacy evaluation system. According to the importance of various assessment indicators in teaching objectives, corresponding weight coefficients are set for attendance, 6S management score, on-site performance score and work attitude score (Zhu, 2025). The weight of attendance rate is 0.2, the weight of 6S management score is 0.25, the weight of on-site performance score is 0.35, and the weight of work attitude score is 0.2. These weight coefficients can be flexibly adjusted according to the characteristics of different courses and teaching objectives. Through the comprehensive evaluation of these indicators, we can timely find the advantages and disadvantages of students' literacy, and carry out targeted training and guidance to promote the comprehensive

development of students.

➤ promote at multiple levels and strengthen the cultivation of skills and habits

Comprehensively promote teaching evaluation through three levels of “in class + out of class + off campus”. In class, teachers pay attention to guiding students to actively participate in classroom activities, share ideological and political stories, give timely evaluation and feedback, and help students master knowledge and skills; After class, students can consolidate their knowledge through autonomous learning, group discussion and practical operation, and teachers can supervise and guide them through online platforms; Off campus, students are encouraged to participate in internships, training, competitions and other activities, apply the knowledge they have learned to practical work, and part-time teachers and business mentors will evaluate and guide them. At the same time, we use the PDCA cycle (plan execute check process) to continuously optimize the teaching process and evaluation mechanism. At the planning stage, the teaching objectives and evaluation criteria should be clarified; In the implementation phase, teaching activities and evaluation work are carried out according to the plan; In the inspection stage, the teaching effect and evaluation results are analyzed and evaluated; In the treatment stage, take improvement measures for the existing problems and enter the next cycle. Through PDCA cycle, we can continue to consolidate students’ skills, internalize the operation standards into operation habits, make the operation habits meet the operation standards, and improve students’ professional quality and employment competitiveness.

4. Practice case: Taking the Project of “Distribution Operation Process during Epidemic” as an Example

4.1. Course Content

The course of warehousing and distribution practice is the core course of modern logistics management major, with a total of 64 class hours. The leading courses are cargo science and introduction to logistics. This case is selected from the content of “distribution operation process” in module 6 of the course, with a total of 4 class hours.

The teaching object is a total of 80 students in the 2023 three-year general high school class of modern logistics management major in higher vocational colleges. By using Pearson correlation analysis method, this course is taken as the core designated variable to conduct correlation analysis with other leading courses. The data set used covers the students’ scores, homework completion, learning habits and other multi-dimensional data in each course. When the preset threshold is used as the screening criteria, the results show that the leading course with the highest relevance to this course is introduction to logistics (Lu et al., 2025). Among the many modules of introduction to logistics, the module of warehouse management and distribution management has the highest relevance with this course. The analysis of the course results shows that students have mastered the basic knowledge of warehousing and distribution, have the ability to operate simple lo-

gistics and warehousing equipment such as pallets and trolleys, and have a certain sense of patriotism. They need to further strengthen the understanding of excellence, craftsmanship spirit and the sense of hardship. Students' comprehensive application ability needs to be strengthened. Personalized guidance and skill training should be carried out for students who have just reached the standard.

4.2. Teaching Process

1) The first classroom: adopt the six step teaching process of "throwing guiding exploring practicing commenting expanding".

Learning before class: before class, teachers release tasks through the curriculum resource platform.

Guidance in class: first, the teacher invited the best students to share the flow chart assignments drawn by themselves before class and explain the drawing ideas; Evaluate the distribution operation process version 1.0 drawn by students before class; Put forward the common problems of students. Then, the teacher interpreted the new industry standard "suggestions on production and operation specifications of postal express industry during epidemic prevention and control". Based on the key points of the drawing process explained by the teacher, students modify their own process and generate version 2.0 according to the new industry standards.

Exploration: for the problem of drawing the process before class, the teacher will focus on the general process of warehousing in and out of the distribution center.

Practice and study: distribute excerpts from the white paper "China's action against the new coronal pneumonia epidemic". Brainstorm what logistics people can do during the epidemic? What changes have taken place in the logistics operation process in the post epidemic era? If you are a distribution center distribution clerk, what changes have taken place in your operation process? Expressed in the form of process. Students summarize their ideas and conclusions in a group discussion. According to their own ideas, modify the operation process of the distribution center and generate the process version 3.0. The team selects the excellent 3.0 process in the group, and shares and explains it. The teacher explained the feasibility of the distribution center operation process selected by each group. Using virtual simulation, students' version 3.0 is entered into the virtual simulation system, and the virtual simulation system automatically evaluates and operates. If the process is feasible, the system will operate successfully, indicating that it is feasible; If the process cannot run, it means that the process is not feasible. If the operation is not successful, teachers guide and help to modify the operation process and optimize version 3.0. Until the system operates successfully. Talk about feelings and thoughts. The teacher tells the story of Wang Yong, the youngest brother of the most beautiful rebel express. Discuss with students what we can do when the crisis comes? Are we willing and able to undertake social missions? The teacher guides the students to do their utmost and work together with others to

tide over the difficulties. Start with things around you, start with small things, and do extraordinary things conscientiously in ordinary posts.

Evaluation of learning: the teacher comments on the operation of the virtual simulation system in each group and makes a review with the students. The team leader helps to count the scores of team members. From the system score of self-study before class, the teacher evaluation in class, the group score and the virtual simulation system evaluation.

After class extension: take pictures of the tabletop and items after students leave the classroom, and do a good job in 7S literacy management.

2) The second class: hold a meeting with the person in charge of the grid internal circulation training base—Cainiao post station to understand the campus grid distribution management. Students enter the training base in batches and in time periods to practice. Combined with the knowledge they have learned, they compare their version 3.0 process and think, “is there room for improvement? Is the process feasible under grid management?”

3) The third class: serve the local warehouse or distribution center. Teachers contact the novice supply chain and arrange business mentors. According to the survey results of novice e-commerce warehouses, they will put forward suggestions on solving the problems existing in the warehouse process in groups, and optimize the drawing of the operation flow chart of the warehouse. Ideological and political points: to solve the students’ fear of difficulties in the face of difficulties and get rid of the comfort circle, and cultivate the students’ excellent qualities of endurance to work and frustration, patience and perseverance; Work with dual mentors of enterprises to solve the actual process problems of warehouses or distribution centers, cultivate professional identity, and highlight the responsibility of contemporary college students.

4.3. Integration Path of Ideological and political Elements

This case takes “hard-working, accurate and efficient, and responsibility” as the main line of Ideological and political education, and creates three classes. From the perspective of the first classroom teaching, the six steps of “throwing guiding exploring practicing commenting expanding” are adopted, and the whole process is permeated with the professionalism of being hardworking and patient. The teaching process, the introduction of Ideological and political cases, the guidance process, the cultivation of students’ professional spirit of being able to speak and do, the joint interpretation of the new standards by teachers and students during the teaching hours, helps students understand the new norms of industry operation, improves students’ skill level, and completes the combination of morality and technology. In the part of practice and learning, students can see the impact of the epidemic on the industry, recall their volunteer service activities, guide students’ feelings of home and country to start from the things around them, and cultivate contemporary college students’ sense of mission and responsibility of the times through activities such as real cases of enterprises, scene introduction, the

introduction of new norms, the promotion of the central document, and heroic deeds learning; Repeat the rectification process to generate version 3.0 from version 1.0, solve the actual problems of enterprises, and cultivate the quality of students' endurance and patience. Multiple and multi-dimensional evaluation is adopted in the evaluation, focusing on the double increment of morality and technology, stimulating students to constantly update the iterative process, and cultivating students' craftsman spirit of excellence. Ideological and political elements are integrated into the whole process.

4.4. Teaching Effect

1) Cultivate morality and skills, and effectively achieve the course objectives

The participation rate of students' teaching activities and the completion rate of autonomous online learning were 100%. All students were able to complete the optimization of the distribution operation process according to the operation standard, and the comprehensive evaluation qualified rate was 100%, and the excellent rate was 77.4%; In the assessment of logistics management 1+x certificate, the online practical operation process accounts for 10% and the student pass rate is 100%. All students use their spare time to enter the "grid internal circulation" training base for practical operation, skillfully operate the inbound and outbound operation process, and complete the process transformation task. All the students participated in voluntary service and other public welfare activities, and 32.7% of the students participated in the local private enterprise warehouse or distribution center process transformation project, which was highly praised by the public. Achieve the course objectives effectively.

2) Unity of knowledge and practice, effective transfer of learning ability

With the cooperation of two mentors, students play the role of "mentoring" in the practice process of the training base, realizing the transformation from "I can do" to "I can teach", and enhancing the sense of workplace experience and honor; Through the introduction of enterprise projects by double mentors, students participate in projects in the form of groups, serve local enterprises, volunteer to help enterprises find process problems, put forward reasonable opinions, draw flow charts according to the requirements of enterprises, solve the actual problems of enterprises, integrate knowledge and practice, and effectively transfer learning ability.

3) Good quality, excellent technology and effective improvement of sense of responsibility

Through ideological and political education in the classroom, students have established the idea of "ordinary people do great things" and cultivated the quality of "endurance to work and frustration, patience and care, accuracy and efficiency". In the process of practical activities, skilled skills and hard-working spirit reflect the professional service attitude and the corporate responsibility of "being able to do and willing to undertake". In the process of voluntary service, he is not afraid of hardship and fatigue. He has made thousands of modifications without

complaint, and has won wide praise from enterprises, with social satisfaction of 98%. Jingdong, Cainiao, Guangri and other enterprises in the industry come to seek cooperation, and the employment rate of modern logistics is 100%.

5. Conclusion and Prospect

The reform of ideological and political education in the course of warehousing and distribution practice conforms to the development trend of the smart logistics industry and the requirements of professional education, and integrates ideological and political education into professional teaching in an all-round way through multi-dimensional measures such as clarifying teaching objectives, reconstructing teaching content, mining ideological and political elements, innovating integration paths, and improving comprehensive evaluation. Practical cases have proved that the reform has achieved remarkable results, which not only helps students to strengthen morality and skills, and combine knowledge with practice, but also improves students' sense of responsibility, and has won high recognition from the society. It provides a reference example for the cultivation of high-quality technical and skilled talents in modern logistics management major. In the future, it will continue to optimize and provide more excellent talents with both ability and political integrity for the development of the industry.

Fund Project

Guangdong Higher Vocational Education Teaching Quality and Teaching Reform Project "Exploration and Practice of Ideological and Political Construction of Logistics Management Professional Courses from the Perspective of Post-epidemic—Taking Warehousing and Distribution Practice as an Example" (GDJG2021316); Guangzhou Higher Education Teaching Quality and Teaching Reform Project "Exploration of the Ideological and Political Teaching Path of the Course of Warehousing and Distribution Practice" (2022JXGG142); Guangdong Provincial General Higher Education Innovation Team Project (Humanities and Social Sciences) "Research and Practice Innovation Team for the Consortium of Intercollegiate Collaboration among Rail Transit Vocational Colleges" (2022WCXTD032).

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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