

# Research on the Collaborative Construction of Curriculum Ideological and Political Education in Logistics Majors of Universities in the Chengdu-Chongqing Economic Circle under the Background of New Liberal Arts

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## Abstract

“New Liberal Arts” and “Curriculum Ideological and Political Education” are two major strategic initiatives for the high-quality development of higher education in China in the new era, and also two directions for universities to carry out teaching reform. Based on the current situation of logistics majors and curriculum ideological and political education construction, this paper constructs a collaborative construction system of “element-knowledge-education,” deeply integrates New Liberal Arts and curriculum ideological and political education, explores the development path of curriculum ideological and political education from five levels—students, teachers, curricula, schools, and the state—and proposes corresponding countermeasures.

## Keywords

New Liberal Arts, Curriculum Ideological and Political Education, Logistics Major, The Chengdu-Chongqing Economic Circle, Element-Knowledge-Education Framework

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## 1. Introduction

The construction of New Liberal Arts in China began in 2018. In 2020, universities across the country carried out innovation and exploration of New Liberal Arts construction from different dimensions. In 2021, General Secretary Xi Jinping emphasized the need to leverage the “catalyst” of interdisciplinary integration,

break down the barriers of disciplines and majors, and vigorously promote the construction of New Liberal Arts. The construction of New Liberal Arts requires restructuring of the existing traditional liberal arts, forming interdisciplinary majors. Its core mission is to promote the renewal and upgrading of traditional liberal arts, shifting from a discipline orientation to a demand orientation, so as to build a talent cultivation system of liberal arts at a world-class level and with Chinese characteristics, provide students with scenarios for comprehensive interdisciplinary learning, and achieve the goals of knowledge expansion and cultivation of innovative thinking.

In 2018, the Ministry of Education issued the *Opinions on Accelerating the Construction of High-Level Undergraduate Education and Comprehensively Improving Talent Cultivation Ability*, which clarified the importance of curriculum ideological and political education construction. While strengthening the ideological and political education of majors, it also stressed strengthening curriculum ideological and political education. In May 2020, the Ministry of Education issued the *Guidelines for Curriculum Ideological and Political Education Construction in Higher Education Institutions*, putting forward constructive guidance regarding objectives, paths, methods, and contents, helping students shape correct values, outlook on life, and worldview. Since then, curriculum ideological and political education has been comprehensively promoted in all universities, across all disciplines and majors, emphasizing the integration of value guidance into the process of knowledge transmission and skill cultivation, forming a grand pattern of educating people with “curriculum” as the carrier and “ideological and political education” as the connotation, involving all staff, the whole process, and all aspects.

The construction of New Liberal Arts is the future development direction of traditional liberal arts majors, and the construction of curriculum ideological and political education is the necessary path for talent cultivation. These two important initiatives promote the high-quality development of higher education in China. This paper takes the logistics major of universities in the Chengdu-Chongqing Economic Circle as an example, integrates the requirements of New Liberal Arts and curriculum ideological and political education, provides new ideas for the construction of curriculum ideological and political education under the background of New Liberal Arts from different levels, and effectively implements the fundamental task of fostering virtue through education and the training of New Liberal Arts talents.

## 2. Literature Review

The development of curriculum ideological and political education, the advancement of New Liberal Arts, and the cultivation of logistics professionals hold significant importance and have gained recognition from both scholars and practitioners.

Curriculum ideological and political education is an educational model widely

applicable to various majors. It takes ideological and political theory as the foundation of education, fostering virtue as the direction, and professional courses as the medium (Shuai & Lu, 2023). “Promoting the teaching reform of ‘curriculum ideological and political education,’ integrating it into all courses in a ‘genetic’ way” (Yu, 2017), organically integrates ideological and political education of ideological and political courses with knowledge education of professional courses (Chen & Qin, 2019), develops a comprehensive content resource system, and realizes the infiltration and integration of professional courses and ideological and political elements (He, Ji, & Zhang, 2019).

Under the background of New Liberal Arts, it is necessary to strengthen students’ humanistic literacy and carry out broad-caliber, solid foundation, comprehensive, and integrated education (Tian, 2021). From the perspectives of training concept, training objectives, training system, training process, and training evaluation, a logistics talent cultivation model oriented to New Liberal Arts should be constructed (Niu & Wang, 2022). It should jump out of “weak sense of the era”, overcome “teacher centralization”, alleviate “de-practicalization”, and get rid of “de-contextualization” (Shan, Tian, & Zhong, 2022), integrate the systematic thinking of digital-intelligent technological innovation and development, and use it as a new idea and new method to lead the reform direction of education under the background of New Liberal Arts, updating the development plan of logistics majors (Hu & Huang, 2022).

Based on the current situation of logistics majors and the construction of curriculum ideological and political education, under the background of New Liberal Arts, Zhou Q., & Wang Y. J., (2023) proposed the “five-in-one” university curriculum ideological and political education system construction of “top-level design → teachers’ team construction → curricula system construction → classroom instructional design → evaluation system construction”, solving the difficulties in the construction of curriculum ideological and political education systems. Shi, X. G., Sun, Q., & Wu, J. (2022) designed the “one body, two wings” curriculum teaching system, “online-offline” hybrid teaching model, diversified whole-process assessment methods, and improvement of teachers’ ideological and political ability. Wang, H. M. (2023) constructed a curriculum ideological and political evaluation index system using a decision-oriented evaluation model, and adopted the analytic hierarchy process to determine the weights of various indicators affecting evaluation. Wan, F. J., Li, R., & Wang, Q. (2023) systematically discussed the practice paths of logistics management major curriculum ideological and political education construction from four aspects: identifying integration points, reforming teaching methods, expanding practical teaching, and cultivating teacher teams.

In summary, existing research mostly focuses on theoretical discussions of New Liberal Arts construction but has not formed a focused theory and lacks a relatively complete research system; there is no universally recognized teaching model applicable to various courses; there is a lack of supporting ideological and political practice links and scientific evaluation standards for curriculum ideological and political education.

### 3. Analysis of the Current Situation and Problems of Curriculum Ideological and Political Education

Under the background of New Liberal Arts, the construction of curriculum ideological and political education should not only follow the standards of curriculum ideological and political education construction, but also conform to the internal requirements of New Liberal Arts construction. Teachers and students are the two most core parts of curriculum ideological and political education construction. Through mutual cooperation and mutual promotion between the two, collaborative development can ultimately be realized.

From the teachers' level, the first front for carrying out curriculum ideological and political education construction is the classroom. How to integrate ideological and political elements into course teaching, and at the same time deliver logistics professional knowledge while carrying out ideological and political education in a way like "silent moistening", is the new direction and new requirement for the construction of logistics major courses in universities. The construction of curriculum ideological and political education systems requires that teachers of professional disciplines not only possess professional competence, but also possess ideological and political knowledge and correct political concepts, be able to undertake the task of moral education, and find the connections between each discipline and ideological and political elements, identifying the entry points for carrying out ideological and political education work in various disciplines. This is also the core element for achieving effective results in curriculum ideological and political education construction. Different from traditional liberal arts teaching, teaching tasks under New Liberal Arts require covering contents such as economic development and technological innovation, ultimately realizing the integration and intersection of liberal arts, sciences, and engineering. On this basis, the design of curriculum ideological and political education requires careful planning of teaching content. Teachers must stand at a higher level, draft teaching plans from a global perspective, pay attention not only to the integrity of content, but also to clarifying the different roles of teachers and students in classroom activities. This raises new requirements for the comprehensive quality and ability of teacher teams. At present, most training for professional teachers in universities regarding curriculum ideological and political education focuses on methods and techniques. Most teachers' systematic study of ideological and political courses is still limited to their own study stage, and as educators, they still lack systematic learning of ideological and political courses. For curriculum ideological and political education construction, most teachers usually rely on media such as the internet, journals, and newspapers to acquire fragmented news and information, and then extract ideological and political content related to their major. Since the extracted content contains the teachers' personal consciousness, due to the limitation of their personal ideological and political level, the application of ideological and political content to professional courses has uncertainty, resulting in greatly reduced teaching effectiveness. In addition, when teachers collect ideological and political

materials in a scattered way, the sources are unfocused and somewhat subjective, which easily causes redundancy of certain contents and the absence of others. The political thoughts, values, and spiritual connotations that should be contained in the curriculum system remain to be deeply excavated and fully displayed. Taking the logistics major as an example, the seven most important functions of logistics include information processing, warehousing, packaging, circulation processing, distribution, transportation, and loading and unloading handling. Teachers need to excavate ideological and political elements in real materials corresponding to the theoretical materials of these seven functions, and carry out certain extensions on this basis. Therefore, teachers are required to combine the historical background, development process, current situation, and future trends of logistics major courses, according to the characteristics of courses, regional features, and student characteristics, and integrate ideological and political elements such as mission, responsibility, patriotism, and spirit of struggle in course knowledge points. Through in-depth processing, they integrate ideological and political materials into all aspects of professional course teaching.

From the students' level, curriculum ideological and political education should focus on cultivating students' patriotic spirit and craftsmanship spirit. If we want to attract students to take the initiative or be willing to learn ideological and political content in courses, it is necessary to further improve the teaching assessment system, thereby enhancing students' learning awareness. At present, most universities implement the credit system. According to the talent cultivation plan, students must complete required credits to apply for degrees. In addition, the level of credits directly affects the conversion of grade point average (GPA), which is an important factor for student awards, scholarships, and further studies at post-graduate or overseas programs. Therefore, students pay much more attention to compulsory courses and high-credit courses than to other courses. In the process of curriculum ideological and political education construction, ideological and political content is not the main assessment focus of professional courses, and there are no related assessment requirements. Therefore, students lack initiative in learning ideological and political content, and their learning remains superficial. Taking logistics as an example, students do not have a deep understanding of the profession, nor a deep recognition of the industry. In the learning process, they focus more on grades. They lack a profound understanding of the strategic position of logistics in China, its importance, and its driving role for regional and local economies, and they lack a sense of mission.

Based on the process of curriculum ideological and political education construction in logistics majors under the background of the New Liberal Arts, different subjects such as universities, teachers, and students hold different understandings of curriculum ideological and political education construction, and the degree of understanding differs according to personal experience and knowledge structures. These differences lead to unsatisfactory results in the construction of curriculum ideological and political education in some majors, and even at pre-

sent it is impossible to achieve full coverage of curriculum ideological and political education in all courses.

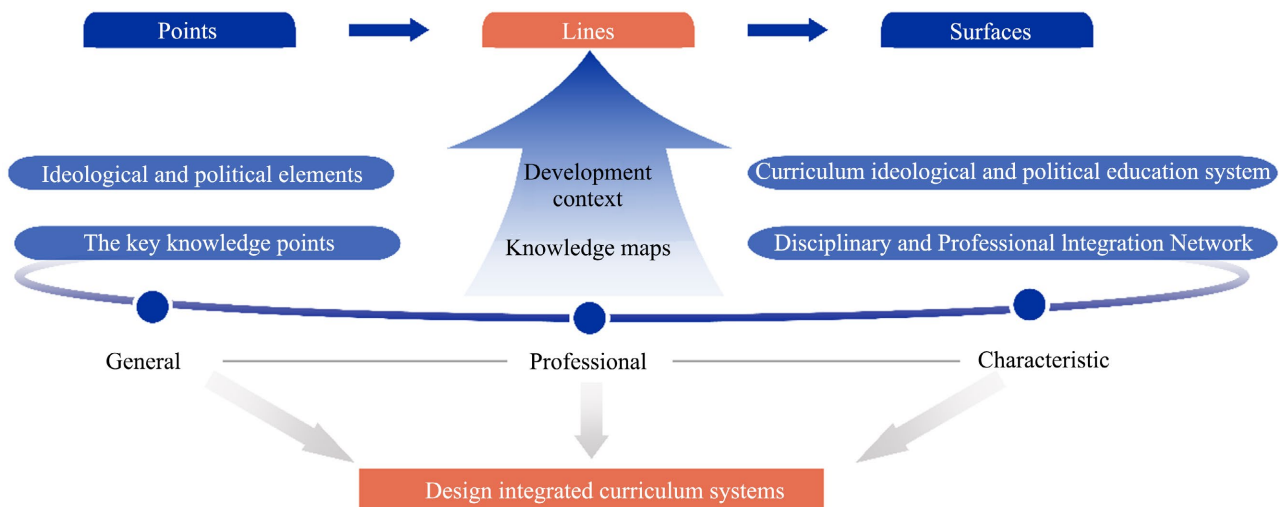
#### **4. Framework Construction of Collaborative CIPE in Logistics Majors of the Chengdu-Chongqing Economic Circle under the Background of New Liberal Arts**

The key point of curriculum ideological and political education system construction lies in the construction of the system. This paper attempts to build a collaborative construction system of curriculum ideological and political education in logistics majors of universities in the Chengdu–Chongqing Economic Circle under the background of New Liberal Arts from the three levels of “elements-knowledge-education”.

First, refine the ideological and political elements in logistics major courses to construct the system of curriculum ideological and political education. By refining ideological and political elements in professional courses, form the “points” in curriculum ideological and political education construction, explore the development context of related ideological and political elements in professional courses, connect each “point” into “lines”, interpret ideological and political elements in professional courses from different angles, combine them with political, legal, social, humanistic, and professional contents, form different “surfaces”, and finally realize the construction of a curriculum ideological and political education system.

Second, interpret the key points of knowledge in logistics-related courses, outline a knowledge graph, and build an integrated network of disciplines and majors. In logistics courses, a knowledge graph is a systematic and visual professional knowledge network constructed based on core professional knowledge nodes (such as transportation, warehousing, supply chain, etc.) and their inherent logical relationships. As the basic unit of professional courses, the key points of knowledge are interpreted by professional teachers during the teaching process, and the key points and difficulties are sorted and expanded. Students are guided to draw and deduce knowledge graphs, organically connecting classroom knowledge, professional knowledge, and subject knowledge. Through the reasonable use of methodology, a fusion network of logistics-related professional courses and other disciplines in the context of new humanities is gradually formed, which is interconnected and mutually supportive.

Third, break the separations and barriers between logistics majors and other majors, and achieve the purposes of general education, professional education, characteristic education, and ideological and political education. Taking logistics majors as an example, the ideological and political elements refined in each course and the knowledge maps deduced all have certain uniqueness, while also possessing the commonalities of logistics majors. Taking ideological and political education construction as the carrier, break the separations among “general-professional-characteristic”, break the barriers among disciplines, and design integrated curriculum systems (**Figure 1**).



**Figure 1.** Schematic diagram of the integrated curriculum design system.

The three-tier framework of “element knowledge education” can systematically solve the problems exposed in the ideological and political construction of logistics courses. The challenge of teachers’ knowledge fragmentation can be solved by refining the systematic “elements”. “Element” refining requires teachers to start from the core knowledge field of the logistics specialty, connect scattered “dot” like materials into “lines” according to their history, current situation, and future context, and then integrate them into “faces” through multi-dimensional interpretation. This process provides teachers with a structured operation guide to guide them to go beyond the limitations of personal experience and build a comprehensive and logically self-consistent ideological and political element system under the cooperation of the professional community, which fundamentally overcomes the disadvantages of fragmented and personalized material sources and ensures the depth and breadth of the combination of ideological and political content and professional courses. Secondly, the model solves the problem of students’ lack of learning motivation through the mapping of “knowledge” integration and the integration of “education” design. Students’ lack of motivation is rooted in the disconnection between ideological and political content and professional assessment, and the failure to establish an effective connection with their long-term career development. The key to solving this problem is to “interpret knowledge” and “integrate education”. Through the mapping of the knowledge map, the ideological and political elements are anchored on the key points of professional knowledge, so that the ideological and political education can be transformed into a “catalyst” for understanding the internal logic of professional knowledge and industry value. When students realize that understanding the national strategic position of logistics (ideological and political) will help them more profoundly grasp the principles and significance of transportation network optimization (Major), the endogenous motivation of learning is stimulated. Students’ understanding and application of ideological and political content has become an important

dimension to evaluate their comprehensive professional ability, so as to endow them with learning value in the system. Finally, the model breaks the barriers between general education, professional education, and characteristic education, integrates the achievements of ideological and political education into curriculum assessment through project-based learning and case analysis, and constructs a multiple evaluation system combining process and result. The systematic evaluation (process) of ideological and political elements of teachers' teaching plans, the sense of industry mission and values embodied in students' project assignments (formative), and the long-term performance (results) of their career choices and sense of social responsibility in combination with the follow-up survey of graduates, serve to scientifically measure the educational effectiveness of the collaborative system.

### **5. Path Exploration of Collaborative Construction of Curriculum Ideological and Political Education in Logistics Majors of the Chengdu-Chongqing Economic Circle under the Background of New Liberal Arts**

Under the background of New Liberal Arts construction, the goal of curriculum ideological and political education construction needs to conform to the deep integration of multiple disciplines, establish the core values in line with China's standards, and finally take curriculum ideological and political education under the background of New Liberal Arts as the foothold. Taking the course of supply chain management as an example, the core ideological and political elements are the feelings of home and country and responsibility. Guide students to analyze the supply chain layout of pillar industries such as electronic information and automobile manufacturing in Chengdu and Chongqing. Through the discussion of "how to coordinate the logistics resources of the two places and ensure the continuous chain of the industrial chain in the event of public emergencies", students can deeply understand that supply chain coordination is not only an enterprise operation problem, but also related to national economic security and regional development strategy. This will deeply integrate professional knowledge, regional service mission, and value guidance. Based on the importance of logistics for the strategic development of the Chengdu-Chongqing Economic Circle, this paper attempts to take logistics majors as an example to explore a collaborative development path of curriculum ideological and political education that fits the characteristics of logistics majors and matches course content. Around the construction of logistics majors in universities of the Chengdu-Chongqing Economic Circle under the background of New Liberal Arts, fully excavating ideological and political elements, it can be carried out from five levels:

First, from the perspective of students. Students, as independent individuals, receive value interconnections and conflicts among different disciplines, course knowledge, and units. Because of the existence of conflicts, students' thinking can be promoted. The process of thinking is the process of students shaping and cor-

recting their own three views (values, outlook on life, and worldview). Among them, the shaping of values is the premise of curriculum ideological and political education in universities. It is necessary to resist negative thoughts such as money worship and hedonism that have negative impacts on students' values, and to supplement positive, upward, and optimistic cultural construction content. Through student associations, classes, dormitories, and other platforms and carriers, activities such as professional course guidance and ideological and political study salons can be carried out to promote positive energy. By means of transmission, assistance, and guidance, students are led to form good study styles. By setting short-term goals, medium-term plans, and long-term plans, the goals of learning and even life are clarified, thereby stimulating students' enthusiasm for learning and tapping their learning potential.

Second, from the perspective of teachers. Universities should begin from the perspective of talent team construction, deeply explore the resonance between teachers' personal experiences, personality characteristics, and the development of the times, in order to achieve the greatest effect. By improving teachers' innovative awareness, teachers can actively accept new things; by stimulating teachers' initiative, they can actively learn from advanced teaching programs, identify the differences between each course and other courses, update existing teaching plans and programs, and, according to the characteristics of teachers and students, find suitable teaching methods and continuously innovate. By enriching classroom teaching content and improving teachers' personal quality, a foundation can be laid for the integration of professional courses and curriculum ideological and political education.

Third, from the perspective of curricula. Under the background of New Liberal Arts, logistics major courses should pay attention to the integration of liberal arts and sciences, business and engineering, tradition and innovation in teaching design, teaching process, and teaching practice. In teaching design, grasp integration and innovation, and find contents and perspectives suitable for the course. In the teaching process, pay attention to the combination of ideological and political elements and professional knowledge, and under the premise of completing classroom teaching, continuously optimize and improve the construction of curriculum systems. In teaching practice, find the connection points between different disciplines and improve the degree of integration between liberal arts and sciences, engineering, and even medicine and agriculture.

Fourth, from the perspective of schools. Universities should plan the overall layout, proceed step by step, and promote the construction of curriculum ideological and political education in a planned way. Internally, they should regularly provide teachers with opportunities for external study, help teachers solve teaching difficulties through platform construction, give students respect and care, and guide students to be positive and upward through association organizations and class construction. Externally, they should establish a good university image, find the positioning and characteristics of the university, and at the same time explore

alumni resources, give alumni emotional and non-material support, build vertical and horizontal networks among universities and alumni, among alumni, and among alumni and industries through alumni associations and other organizations, regularly carry out alumni salons, alumni workshops, and other activities, promote communication among alumni, and help alumni realize personal value.

Fifth, from the perspective of nations. Actively introduce the national spirit and the spirit of the times, make use of media platforms, introduce ideological and political content in a simple and subtle way, guide students to deeply understand the positive significance of the construction of the Chengdu-Chongqing Economic Circle, promote excellent traditional culture, and enhance awareness of mission and responsibility.

## **6. Countermeasure Refinement for Collaborative Construction of Curriculum Ideological and Political Education in Logistics Majors of the Chengdu-Chongqing Economic Circle under the Background of New Liberal Arts**

“Integration” and “innovation” are key to the collaborative construction of curriculum ideological and political education in logistics majors at universities in the Chengdu-Chongqing Economic Circle under the background of the New Liberal Arts.

First, through curriculum ideological and political cases, search for and discover curriculum ideological and political materials for logistics theory and practice courses, and by accumulating typical cases and ideological and political materials, form a logistics teaching resource database and an ideological and political teaching material database. The construction of the resource database is a long-term process, in which sister universities, cooperative enterprises, industry organizations, and government institutions need to participate. The richness of cases and materials, as well as the convenience and practicability in the process of use, are directly related. Through multi-party linkage, form an integrated resource construction model of production, study, research, and application. Set the resource database as an open and shared platform for more universities, enterprises, institutions, teachers, and students to use, and continuously increase the content of the resource database. Innovate the operation mode of the resource database; online and offline, full coverage, and convenience can improve the quality of logistics professional teaching resources, while also benefiting multiple participants and effectively improving the output efficiency of teaching resources.

Second, under the overall design of ideological and political education in theory and practice courses, attention should be paid to the diversification and innovation of teaching methods, such as discussion-based teaching, immersive teaching, flipped teaching, and simulation teaching, to break through the limitations of professional courses. Based on professional characteristics, the ideological and political elements related to course knowledge should be deeply excavated on the basis of professional teaching content and organically integrated into course design. To

realize the integration of curriculum ideological and political elements, it is first necessary to sort out the ideological and political elements contained in the teaching content of different chapters, and find the entry points of ideological and political elements into professional courses by combining ideological and political education content and current affairs hotspots, optimizing, enriching, and integrating professional course teaching content and experimental training content, and giving new vitality to curriculum ideological and political education. Secondly, form the overall design of curriculum ideological and political education according to disciplinary frontiers and current dynamics, to achieve the effect of mutual confirmation and support of curriculum ideological and political education in different scenarios.

Third, encourage teachers to offer new courses that integrate liberal arts and sciences, and combine business and engineering. Under the background of New Liberal Arts, teachers should broaden their personal horizons, break through the disciplinary barriers between traditional liberal arts and science and engineering on the basis of their own majors, enrich their personal knowledge structure and cultural background, and try to explore the connections between logistics majors and other disciplines on a larger scale. Social demand for liberal arts talents has undergone great changes, emphasizing the cultivation of composite talents. Therefore, when setting up logistics talent cultivation programs, it is necessary to try to reshape professional structures, offer new courses that integrate liberal arts and sciences and combine business and engineering, break the barriers among existing majors, and focus on improving students' professional level and strengthening personal quality improvement as the cultivation purpose. At the same time, by inviting enterprise experts and introducing social resources, realize internal and external linkage, perceive industry frontiers, and adapt to new talent demands brought by enterprise development and industry iteration.

## 7. Conclusion

Curriculum ideological and political education construction is one of the key links for the mutual integration of the ideological and political education system and the talent cultivation system. Under the background of New Liberal Arts, curriculum ideological and political education construction presents new trends, new directions, and new characteristics. From both theoretical and practical levels, it is necessary to innovate professional courses, excavate the ideological values and spiritual connotations contained in different disciplines, and organically integrate them with professional knowledge, thereby improving the intellectuality, humanity, ideology, and value of courses. This is also the inevitable requirement for analyzing the problems of curriculum ideological and political education construction, expanding the ideas of curriculum ideological and political education construction, innovating the paths of curriculum ideological and political education construction, and improving the quality of talent cultivation of curriculum ideological and political education. The main contribution of the “element knowledge

education” three-tier framework proposed in this paper is to provide a systematic and operable theoretical model and practical path for the ideological and political construction of logistics professional courses, effectively solve the core pain points of the fragmentation of ideological and political elements, knowledge transfer and value guidance, and realize the organic unity of the professional knowledge system and core values.

### Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

### Project

Key Project of Chongqing Higher Education Teaching Research and Reform, *Research on Collaborative Development of Ideological and Political Education in Logistics Programs at Universities within the Chengdu-Chongqing Economic Circle under the New Liberal Arts Paradigm* (232089); Key Project of the Logistics Education Steering Committee, Ministry of Education, *Research on Joint Development of New Liberal Arts in Logistics Programs at Universities within the Chengdu-Chongqing Economic Circle* (JZW2023229); Chongqing Major Teaching Reform Project, *Research on Cross-Regional Collaborative Development of Course-Based Ideological Education Systems for Logistics Disciplines in Higher Education Institutions* (251032); Key Project of the Logistics Education Steering Committee, Ministry of Education, *Research on Ideological and Political Education in Logistics-Related Courses Based on the Principle of “Establishing Party Branches at the Department Level”* (JZW2024030).

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