



Innovative Pathways in Higher Education: Exploring the Connotation, Characteristics, and Implementation of the "Three Entries" Virtual Teaching and Research Section

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Abstract

The "Three Entries" virtual teaching and research section is an innovative approach aimed at enhancing the quality of higher education in the new era. By utilizing Xi Jinping: The Governance of China as multilingual teaching materials and leveraging information technology, this initiative promotes collaboration across schools, departments, majors, and time zones. The primary challenge addressed by this study is how to improve educational quality while fostering cross-institutional collaboration. The "Three Entries" approach features a clear goal, precise demonstration, material sharing, and collaborative teaching. Several key methods are employed to implement this approach. First, enhancing the top-level design ensures that the initiative's goals and strategies align with the broader vision of higher education institutions. Second, strengthening the construction of platforms facilitates resource sharing and collaboration among various institutions. Third, enriching the content of teaching materials ensures that they are relevant and of high quality. Fourth, the approach emphasizes a teacher-led, student-oriented learning mode that encourages interactive and collaborative learning. Finally, optimizing the synergistic effects of cross-institutional collaboration is crucial for achieving better educational outcomes. The results of implementing the "Three Entries" virtual teaching and research section have been significant. There has been a notable improvement in the quality of education, with students showing increased engagement and motivation. Additionally, enhanced collaboration across departments and majors has created a more dynamic and interactive learning environment. Based on these findings, several recommendations are proposed to strengthen the initiative further. The essential steps are to continuously improve top-level design, expand and enhance the technology platforms, enrich teaching content, develop more interactive learning methods, and optimize cross-institutional collaboration. This innovative approach effectively addresses the fundamental goal of cultivating well-rounded college students, preparing them for the challenges of the future.

Keywords: *Construction Path, New Era, Research Section, Three Entries, Virtual Teaching*

A. Introduction

Teaching and research is actually a symbol of teachers' professional identity. "Research" in teaching and research is the key factor to keep teachers' professionalism evergreen and constantly updated (Cheng, 2021). Under this concept, the form of teaching and research is often materialized by teaching and research section. The virtual teaching research section, which is a digital variant of the physical teaching research section, is a new type of higher education teaching support mechanism established by using information technology and the Internet. It is centered around research on specific subject teaching, course groups teaching, and major

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teaching reform themes, forming a national or regional network of experts and scholars in colleges, universities and related institutes(Bie, 2024). Zhan Dechen et al. (2022) proposed a virtual teaching and research section construction framework that includes four parts: team building, platform building, mechanism building, and content building. Yin Jianping et al. (2021) took the construction of the "teacher's way" course ideological and political virtual teaching and research section of North University of China as an example, and constructed a "five-in-one" course ideological and political integration of "top-level design, teacher training, course construction, content optimization, evaluation and incentives".

As an important part of educational digitalization strategy, the construction of virtual teaching and research section is the key to explore the improvement of the efficiency of basic teaching organizations, promote the digital transformation of education and promote the high-quality development of higher education(Gao et al, 2022). The virtual teaching and research section is composed of relevant teachers based on their common love for education and teaching, their love for education and teaching in colleges and universities. The common academic purport of learning rules exploration and the vision of improving teaching academic level and creating excellent teaching culture are voluntarily aggregated, which has the attribute of "academic community"(Zeng et al, 2020).

The goal of curriculum ideological and political construction in the new era is mainly reflected in the construction of four systems, namely, "to establish a talent training system that integrates knowledge teaching and cultivating talents, to shape a curriculum system that integrates course characteristics with ideological and political elements, to build a teaching system that supports explicit education and implicit education, and to form an ideological and political system that cooperates with various professional courses and ideological and political courses." Therefore, the construction of curriculum ideological and political education in colleges and universities should be problem-oriented, and explore the supporting role of curriculum ideological and political education in implementing the fundamental task of cultivating college students and improving the quality of personnel training in an all-round way in combination with the requirements of high-quality development of higher education in the new era.

To deepen the ideological and political construction of the course, at the end of 2019, Publicity Department of the Communist Party of China organized a pilot project of the multilingual version of "Xi Jinping: The Governance of China" into the teaching materials, which was launched in Beijing Foreign Studies University, Shanghai International Studies University and Sichuan International Studies University(Xi, 2021). In June 2021, The Publicity Department of the Communist Party of China Central Committee held a meeting to summarize the pilot work in stages and make special arrangements for expanding the scope of the pilot work. Because of the advantages of virtual teaching and research section, more universities established such an organization to boost the Three Entries of Xi's works.

Virtual teaching and research section is a more flexible, open and interactive teaching and research mode with the development of information technology and the reform of education and teaching. At the same time, with the advancement of educational informatization, various modern information technology platforms also provide technical support for the emergence, development and perfection of virtual teaching and research section. The development of virtual teaching and research section can be traced back to the 1990s. At that time, with the rise and development of the Internet, some educational institutions and teachers began to try to carry out teaching and research activities based on Internet technology, and the concept of virtual teaching and research section was gradually formed. Since then, with the development and application of various modern information technology platforms, the virtual teaching and research section has been further promoted and applied.

In China, the development of virtual teaching and research section can also be traced back to the 1990s, and some universities and primary and secondary schools began to try to use Internet technology to carry out teaching and research activities. After 2000, with the iteration of information technology update, the application of virtual teaching and research section has gradually expanded. Some universities and primary and secondary schools began to try to establish their own virtual teaching and research platforms, and carried out a series of teaching and research activities based on virtual teaching and research sections. At the same time, some educational administrative departments have also begun to promote the development of virtual teaching and research sections and carried out some related research and practical activities.(Sang et al, 2021). Zhang Kejun et al(2024) regard the development process of virtual teaching and research section as the innovation process of teachers' teaching and research form under the background of educational informatization, and divide it into three stages: informatization teaching and research period (2000-2011), digitalization teaching and research period (2012-2019) and intelligent teaching and research period (2020-present).They point out that "virtual teaching and research section" is a new teaching and research model, which can integrate teachers from different regions and disciplines through modern information technology platform to realize cross-regional and interdisciplinary teaching and research activities.

Since then, with the continuous advancement of educational informatization, the virtual teaching and research section has received more and more attention and application. Xie Yangbin et al (2020)belives that China has established a number of intra-school and cross-school teaching and research mechanisms and exchange networks, the most typical of which are the trainings, lectures and seminars organized by the school teacher development center, and regularly hold various academic conferences such as the cross-strait and Hong Kong and Macao teacher development forums. At the same time, there is a growing link with relevant international professional organizations.In 2021, the Ministry of Education issued a document again, officially implementing the "Virtual teaching and research section Pilot Project", which marked that the construction of virtual teaching and research section entered a new stage(Ministry of Education of China, 2021).

B. Methods

The research design employs a qualitative approach using a case study method to explore the implementation of the "Three Entries" in virtual teaching and research. The case study method is chosen to gain an in-depth understanding of complex phenomena in real-world contexts. The research procedure begins with the purposive selection of several universities and colleges that have implemented the "Three Entries". Research instruments such as interview guides, questionnaires, and observation sheets are developed to collect relevant data. Initial data collection involves gathering secondary data from documents, reports, and publications to understand the context and background of the "Three Entries" implementation.

Data collection is carried out through multiple methods to ensure comprehensive coverage. In-depth interviews with lecturers, students, and university management provide insights into their perspectives and experiences with the "Three Entries". Participatory observation allows the researcher to directly observe the dynamics and interactions during virtual teaching and research sessions. Additionally, documentation from related reports and publications supplements primary data, while questionnaires distributed to students and lecturers gather quantitative data on their perceptions of the effectiveness of the "Three Entries". This multi-method approach ensures a rich and detailed dataset.

Data analysis involves several steps to ensure the findings are robust and reliable. Thematic analysis is used to identify key themes from the qualitative data, involving coding, grouping codes into themes, and interpreting the findings. Descriptive analysis is applied to the

quantitative data from questionnaires, calculating frequencies, percentages, and averages to describe respondents' perceptions. Data triangulation is employed to validate the findings by comparing data from different sources (interviews, observations, documentation, and questionnaires). The interpretation and conclusion process links the findings to the research objectives and theoretical framework, culminating in recommendations for enhancing the "Three Entries" implementation in virtual teaching and research. This comprehensive research method aims to provide a deep understanding of the effectiveness and challenges of implementing the "Three Entries" and offer actionable recommendations to improve the quality of higher education.

C. Findings and Discussion

1. Connotation and Characteristics

Different from the ordinary virtual teaching and research section, the "Three Entries" virtual teaching and research section endows the virtual teaching and research section with richer connotations. It is not only a teacher community based on modern information technology platform, which is dynamically organized by foreign language teachers from different regions, different schools, different disciplines or majors to jointly carry out collaborative teaching research and reform practice, but also a virtual platform with clear educational orientation. Its connotation can be understood from the following aspects:

Modern information technology is the platform for the virtual teaching and research section, which enables it to break through the geographical and time constraints and allow teachers from different regions to communicate and cooperate on the same platform, so as to better realize the sharing of resources and collaborative research. The "Three Entries" virtual teaching and research section is composed of teachers from different schools and different foreign language majors, which enables it to gather the wisdom of teachers from different language backgrounds and majors, discuss and solve the "Three Entries" education and teaching problems together, and promote the professional development and cross-professional communication of foreign language teachers. The main task of the virtual teaching and research section of "Three Enters" is to cooperate with teaching research and reform practice and thoroughly implement "Three Enters", which enables it to put forward effective solutions to the practical problems in "Three Enters" education and teaching through joint research and discussion, and promote the reform and innovation of "Three Enters" education and teaching. The "Three Entries" virtual teaching and research section is a teacher community, which makes it possible to enhance teachers' cohesion and sense of belonging, promote cooperation and exchanges among teachers, and form a good atmosphere of mutual help and common growth.

In a word, the "Three Entries" virtual teaching and research section is a basic teaching organization based on modern information technology platform, which is dynamically organized by teachers from different regions, different schools, different disciplines or different foreign languages majors, with the main task of promoting the "Three Entries" teaching research and reform practice in collaboration and the characteristics of teachers' community. It can effectively promote the cooperation and communication between teachers, promote the reform and innovation of "Three Enters" education and teaching, and improve the quality of "Three Enters" education and teaching and the level of cultivating college students.

The ideological and political course in the new era has the characteristics of moral education, humanistic education and value guidance. Compared with the traditional solid teaching and research section, the "Three Entries" virtual teaching and research section has seven characteristics: leading by famous teachers, center focus, platform support, model demonstration, co-construction and sharing, accumulation of achievements and improvement of

level. According to the concept of collaborative education of ideological and political courses in colleges and universities, combined with the characteristics of ideological and political courses and virtual teaching and research section, the "Three Entries" virtual teaching and research section presents the following basic characteristics:

First, it has the goal of unifying teaching and education. In the new era, the "Three Entries" work is an important way to achieve the goal of cultivating college students for the Party and the country. It is based on teachers' teaching and cultivating college students, students' development and classroom innovation, and it is integrated into all aspects of professional curriculum education and teaching activities. Combined with professional characteristics, according to the Guiding Outline of Ideological and Political Construction of Curriculum in Colleges and Universities, the "Three Entries" work runs through the whole process of talent training system, ensuring all-staff, whole-process and all-round education of college students. The "Three Entries" virtual teaching and research section is an important carrier to realize the goal of cultivating college students, and various teaching and research activities are carried out with this goal.

Second, it has typical value to lead the demonstration. The construction of curriculum ideological and political education is advancing from concept cognition to the whole process of professional curriculum education in colleges and universities, and some achievements have been made in the essential connotation, element excavation and teaching reform of curriculum ideological and political education. However, in the process of curriculum ideological and political education reform, there are some blocking points, pain points and difficult problems, such as slow updating of teachers' ideas, low consistency of ideological and political elements, insufficient ability of teachers to cultivate college students, and imperfect mechanism. Strengthening the construction of the "Three Entries" virtual teaching and research section can provide demonstration guidance for solving difficult problems in the ideological and political reform of the curriculum, and provide specific education and teaching starting points for teachers and students. Taking the "Three Entries" materials as the corpus, the value shaping of education and teaching activities can be more operational.

Third, it is the sharing of multiple participation across time and space. The virtual teaching and research section breaks the space boundary of the traditional teaching and research section. The members of the virtual teaching and research section are no longer limited to majors and departments, and can recruit and absorb members across departments, schools and regions. At the same time, it also breaks the time limit of the traditional teaching and research section. The members of the virtual teaching and research section of "Curriculum Ideological and Political Education" can exchange and discuss the reform of curriculum ideological and political education at any time through online and offline mixed teaching and research, and all the research materials and contents can be recycled indefinitely on the network platform. Members of the virtual teaching and research section can upload materials related to the course ideological and political education at any time, and ask questions about the theory and practice of the course ideological and political education. At the same time, all the materials of the virtual teaching and research section are open to teachers from different departments, colleges and regions, so as to achieve the purpose of building and sharing the virtual teaching and research section of the course ideological and political education.

Fourth, it is the synergy with peers in the same direction as ideological and political courses. The ideological and political course and the ideological and political course together constitute the curriculum system of ideological and political education in colleges and universities. No matter whether from the perspective of academic logic, educational ethics or internal logic, the ideological and political course as recessive ideological and political education and the ideological and political course as dominant ideological and political education should go

together in the same direction, and form a synergistic educational effect in the phased and progressive curriculum design and teaching practice through complementary advantages and resource integration.

These characteristics of the "Three Entries" virtual teaching and research section make it play an important role in education and teaching. First of all, it can promote the cooperation and communication between teachers, break the isolated teaching state and form a teacher community that learns from each other and grows together. Secondly, the "Three Entries" virtual teaching and research section can provide an interdisciplinary research platform, promote exchanges and cooperation between teachers in different fields, generate new teaching viewpoints and methods, and improve the quality and level of education and teaching. In addition, through joint research and discussion, teachers can improve their research ability and level, and provide strong support for personal professional development. To sum up, as a teacher community based on modern information technology platform, the "Three Entries" virtual teaching and research section has the characteristics of dynamic, cross-regional, interdisciplinary, research, sharing and self-management.

2. Construction Path

As a teacher community based on modern information technology platform, "Three Entries" virtual teaching and research section has the characteristics of dynamic, cross-regional, interdisciplinary, research, sharing and self-management. It can promote the cooperation and communication between teachers, promote the reform and innovation of education and teaching, and improve the quality and level of education and teaching. A good "Three Entries" virtual teaching and research section can be constructed in the following aspects.

Improve The Top-Level Design

As an innovative exploration of basic teaching organizations in colleges and universities in the intelligent age, the "Three Entries" virtual teaching and research section needs scientific top-level design to change from concept advocacy to practice. In the process of establishing the normal operation mechanism, various factors need to be comprehensively considered, such as the organizational form of the virtual teaching and research section and its operation system, etc(Di et al, 2020). Therefore, at the beginning of building the "Three Entries" virtual teaching and research section, colleges and universities should first do a good job in top-level design through full investigation. The construction objectives and tasks of the "Three Entries" virtual teaching and research section should be in line with the actual needs of education and teaching, and can solve practical problems in education and teaching. For example, the construction goal of virtual teaching and research section can be to improve teachers' teaching ability, promote interdisciplinary exchanges and research, and improve the quality and level of education. Tasks can be organizing online courses, conducting teaching seminars, sharing teaching resources and experiences, etc. In order to determine the construction goals and tasks, demand research and problem analysis can be carried out. We can conduct research and analysis in various ways, such as issuing questionnaires, organizing symposiums, and analyzing problems in education and teaching. Through investigation and analysis, we can understand the actual needs of teachers and the problems existing in education and teaching, so as to determine the construction goals and tasks of the "Three Entries" virtual teaching and research section.

Specifically, the top level design can be done in these four ways. First, it is clear about the construction objectives of the "Three Entries" virtual teaching and research section for specialty construction, curriculum teaching and teaching research. The second is to set up a leading group for the construction of "Three Entries" virtual teaching and research section at the school level, which is used to coordinate the construction of "curriculum ideological and political" virtual teaching and research section in departments and departments. The third is to establish the guarantee system, operation system, supervision system and evaluation system of the virtual

teaching and research section of "Curriculum Ideological and Political Education". The fourth is to establish a long-term development mechanism for the "Three Entries" virtual teaching and research section of "Curriculum Ideology and Politics". Under the concept of collaborative sharing, universities should strengthen the top-level planning and institutional guarantee for the "Three Entries" virtual teaching and research section, build a long-term development mechanism integrating encouragement, guarantee and evaluation, encourage departments and teachers to carry out the virtual teaching and research section construction, provide various guarantees for the "Three Entries" virtual teaching and research section construction, and formulate an evaluation system for the virtual teaching and research section construction to ensure the effectiveness of the "Three Entries" virtual teaching and research section construction.

Team Building

The members of the "Three Entries" virtual teaching and research section are the core of the teaching and research section, so it is necessary to recruit a group of experienced and enthusiastic members to participate in the construction and operation of the virtual teaching and research section and study how to teach Xi's works in more efficient ways. Recruitment can be carried out through various channels, such as open recruitment, recommendation and self-recommendation. When recruiting members, clear recruitment criteria and procedures should be formulated to ensure that suitable members are recruited. In teaming building, modern technology adoption is important, especially, artificial intelligence. Man-machine collaborative teaching and research mode will become an important way to improve teachers' teaching ability. Exploring the concept, ideas and methods of man-machine collaborative teaching, paying attention to the "all-round" and "personality" development of each student and realizing teaching in accordance with their aptitude will become the core content of teachers' teaching and research in the future(Liu et al, 2017).

The Platform Construction

For the virtual teaching and research office platform, it is a new form of collaborative teaching and research based on the public information platform. It follows two basic requirements, team formation and platform construction. In the process of building the platform, all members of the team should carry out various systematic teaching and research work based on the platform, and should be oriented towards the realization of the following functions(Anonymity, 2021).

The construction of "Three Entries" virtual teaching and research section needs to rely on modern information technology platform, so it is necessary to design a platform suitable for virtual teaching and research section. This platform should be interactive, flexible and extensible, and can support various forms of communication and cooperation, such as online meetings, forums and blogs. In addition, it is necessary to design and develop resources suitable for the "Three Entries" virtual teaching and research section, such as teaching videos, course materials, research papers, etc., to meet the educational and teaching needs of teachers.

The operating platform is an important support for the construction of the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education". Colleges and universities should strengthen the construction of the "Three Entries" virtual teaching and research section platform according to the construction goal of the virtual teaching and research section of "Curriculum Ideological and Political Education". First, according to the construction goal and content of the "Three Entries" virtual teaching and research section, a feasible platform construction scheme is formulated to improve the function and module design of the platform. The second is to strengthen the management and maintenance of the platform. Generally, the platform construction of the virtual teaching and research section of "Curriculum Ideological and Political Education" adopts two ways: self-built platform or third-party construction. No matter which way, it is necessary to train the members and teachers of the

"Three Entries" virtual teaching and research section in functional use, personal space construction, resource construction, teaching and research activities, and at the same time do a good job in maintaining the safety of the platform. Third, strengthen the promotion of platform application results. The construction results of the virtual teaching and research section of "Curriculum Ideological and Political Education" can be displayed to the outside world through the platform, especially the use and promotion of the construction results, so as to help more universities with the same major and the same curriculum adopt the construction results, so as to realize the sharing goal of the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education".

Resources construction

Yang et al (2018) hold that teaching and research resources are a collection of resources designed and developed to support teachers to carry out educational research and teaching practice. The Notice on Pilot Construction of Virtual teaching and research section issued by the Ministry of Education clearly states that the teaching and research section construction of virtual teaching and research section mainly includes four parts: innovating teaching and research forms, strengthening teaching and research, building excellent resources together and carrying out teacher training (Ministry of Education of China, 2021).

First, innovate teachers' teaching and research mode. Members of virtual teaching and research section in colleges and universities should update their teaching and research concepts and carry out diversified teaching and research in the form of teaching salons, teaching lectures, special training, round tables, classroom teaching diagnosis and teaching and academic research forums based on modern information technology. The second is to strengthen the research on teaching science. By building a teaching science research community, the members of the "Three Entries" virtual teaching room in colleges and universities carry out collaborative research on teaching team building, specialty building, curriculum design and teaching practice, and improve the research consciousness, cooperation consciousness and team consciousness of the members of the virtual teaching room through the combination of teaching practice and teaching academics. The third is to build and share high-quality resources, including curriculum outline, teaching plan, teaching courseware, virtual simulation test, exercise library and other teaching resources at the curriculum level, professional talent training program, national or provincial first-class professional construction experience, and discipline construction program, teaching academic research experience, etc. Fourth, to promote the development of teachers' teaching, the person responsible of the "Three Entries" virtual teaching and research section should organize the regular exchange and thematic exchange activities of the virtual teaching and research section according to the educational and teaching development needs of the virtual teaching and research section members, and at the same time, summarize and promote the practical experience of the outstanding teachers in the "Three Entries" virtual teaching and research section members in time to help the teachers of the virtual teaching and research section members improve their teaching ability.

Highlighting Members' Subjectivity

After determining the construction objectives and tasks, it is necessary to form a construction team to be responsible for the construction of the "Three Entries" virtual teaching and research section. This team should be composed of experienced teachers and related professional and technical personnel, and be responsible for designing, developing, managing and maintaining the platform and resources of the virtual teaching and research section. The construction team should make a detailed construction plan and timetable to ensure the smooth progress of the construction work. The construction of the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education" needs to pay attention to the diversity and subjectivity of teachers' participation, mobilize teachers inside and outside to

take the initiative to participate in the construction of the "Three Entries" virtual teaching and research section, and carry out collaborative exchanges on the construction objectives, operation modes, system norms and construction contents of the "Three Entries" virtual teaching and research section, so as to realize the internal sharing of various teaching resources in the "Three Entries" virtual teaching and research section on the basis of collaborative construction of the virtual teaching and research section. The following ways can be suggested.

First, strengthen teachers' subjective consciousness. In view of the unclear understanding, unchanged ideas and insufficient motivation of professional teachers in carrying out curriculum ideological and political education, we should start with strengthening teachers' subjective consciousness and help professional teachers renew their educational concepts, fully realize the importance of curriculum ideological and political education to perceive the fundamental task of cultivating college talents, understand that curriculum ideological and political education is an important duty for teachers to teach and cultivate talents, and realize that the "Three Entries" virtual teaching and research section of "curriculum ideological and political education" can help professional teachers improve their educational ability.

Second, it is necessary to clarify teachers' construction responsibilities, highlight their main role in the construction of the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education", including the political responsibilities of teachers to join the construction of the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education", the professional responsibilities of teachers to carry out the construction of the virtual teaching and research section of "Curriculum Ideological and Political Education", and the sharing responsibilities of teachers to promote the construction experience of the "Three Entries" virtual teaching and research section of.

The third is to improve teachers' ability to cultivate college students. In view of the challenges faced by college teachers in literacy, teaching and research, it is necessary to help teachers improve their ability to work out the ideological and political elements of the curriculum, change the methods and methods of ideological and political teaching, and strengthen their research ability on ideological and political teaching.

Fourthly, the teacher development mechanism should be improved. The training mechanism, incentive mechanism, exchange mechanism and evaluation mechanism of teacher development should be established and improved in the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education", especially the demonstration and leading role of famous teachers in the "Three Entries" virtual teaching and research section, and the teacher development experience in the virtual teaching and research section of "Curriculum Ideological and Political Education" should be exchanged and promoted to help more teachers improve their ability of cultivating college students through curriculum ideological and political education.

The members of the "Three Entries" virtual teaching and research section need to have certain information technology ability and educational and teaching ability, so it is necessary to train and manage the members. The training content includes the use of platforms and resources, knowledge and skills of teaching research and reform, etc. Management includes formulating rules and regulations, supervising members' work progress, evaluating and feeding back members' work results, etc. Through training and management, we can ensure the smooth construction and operation of the "Three Entries" virtual teaching and research section.

Playing the synergistic effect

Under the guidance of the concept of collaborative education, the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education" should pay attention to the collaborative education effect of departments, departments, resources inside and

outside the school and ideological and political courses. And it can be done in the following ways.

First, give full play to the synergy between departments. The construction of the "Three Entries" virtual teaching and research section of "Curriculum Ideological and Political Education" requires the teaching and learning management institutions of departments to perform their respective duties, formulate the construction plan of the virtual teaching and research section of "Curriculum Ideological and Political Education" at the department level, mobilize professional teachers to attach importance to the improvement of their own curriculum ideological and political education ability, and focus on creating a number of demonstration sites of virtual teaching and research sections of "Curriculum Ideological and Political Education", focusing on the demonstration and leading role of famous teachers, first-class courses and first-class professional construction sites.

Second, give full play to the synergistic effect of school departments. Under the leadership of the "Three Entries" virtual teaching and research section of the school, all functional departments of the school should do a good job in ensuring, managing and guiding the construction of the virtual teaching and research section of the school, so as to support the construction of the "Three Entries" virtual teaching and research section of the school.

Third, give play to the synergistic effect of internal and external resources. For the cross-school and cross-regional virtual teaching and research section, the co-construction unit of the virtual teaching and research section can sign a cooperation agreement to coordinate the internal and external resources to give play to the synergistic effect.

Fourth, give full play to the synergistic educational effect of ideological and political courses. The "Three Entries" virtual teaching and research section of "Ideological and Political Courses" provides a cooperation platform for professional teachers and ideological and political teachers to carry out collaborative educational activities. Professional teachers and ideological and political teachers can give full play to their respective expertise to explore ideological and political elements, share curriculum resources and realize real-time communication.

The purpose of the construction of virtual teaching and research section is to promote the cooperation and communication between teachers and improve the quality and level of education and teaching. Therefore, after the construction is completed, it needs to be popularized and applied. Promotion can be carried out through various channels, such as organizing online or offline publicity activities and cooperating with other educational institutions to promote. The application is to use the virtual teaching and research section in actual education and teaching, and to test the effect and function of the virtual teaching and research section through practice.

In other words, the construction path of virtual teaching and research section includes determining the construction objectives and tasks, setting up construction teams, designing platforms and resources, recruiting members, conducting training and management, and promoting and applying. Through these steps, a virtual teaching and research section suitable for education and teaching can be established, which can promote the cooperation and exchange between teachers and improve the quality and level of education and teaching. At the same time, some practices that have been carried out in other universities can also provide reference for the construction of virtual teaching and research section.

3. Further Discussion

The "Three Entries" virtual teaching and research section is a teacher community based on modern information technology platform, which has the characteristics of dynamic, cross-regional, interdisciplinary, research, sharing and self-management. However, the virtual teaching and research section also has some drawbacks and shortcomings, which will be described in detail below.

First of all, the "Three Entries" virtual teaching and research section has the limitations of communication and cooperation. The main form of communication and cooperation in "Three Entries" virtual teaching and research section is based on network platform, which cannot replace face-to-face communication and cooperation. Face-to-face communication can convey more information and emotions, which is conducive to the establishment of closer cooperative relations. At the same time, the communication and cooperation in the virtual teaching and research section is also difficult to ensure the participation and effect of all members, and some members have low participation or poor participation effect.

Secondly, there is an imbalance of resources in the "Three Entries" virtual teaching and research section. The resources of "Three Entries" virtual teaching and research section mainly come from the sharing and contribution of members, but the quality and quantity of these resources are unbalanced. Some members may contribute high quality resources, while others may contribute low quality resources. This imbalance will lead to the decline of the overall level of the virtual teaching and research section, and it is also difficult to ensure the authority and credibility of resources.

Thirdly, there is a passive problem of members' participation in the virtual teaching and research section. In the "Three Entries" virtual teaching and research section, some members may be in a state of passive acceptance, lacking initiative and creativity. This passivity may lead to the decrease of members' participation in the virtual teaching and research section, and it is also difficult to form real cooperation and sharing.

Fourthly, there are problems in management and supervision of the "Three Entries" virtual teaching and research section. Virtual teaching and research section has the characteristics of self-management and self-restraint, which can stimulate the enthusiasm and creativity of members, but there are also problems of management and supervision. Because the communication and cooperation between members are scattered, it is difficult to effectively manage and supervise the behavior of members. Some members may violate the regulations and affect the overall image and effect of the "Three Entries" virtual teaching and research section.

Fifth, there are technical and equipment problems in the "Three Entries" virtual teaching and research section. Virtual teaching and research section needs to rely on modern information technology platform, so the stability of technology and the performance of equipment will affect the effect of "Three Entries" virtual teaching and research section. If there are problems in the technology and equipment of the platform, it may affect the normal operation of the virtual teaching and research section and bring inconvenience and trouble to the members.

To sum up, the virtual teaching and research section has the limitations of communication and cooperation, the imbalance of resources, the passivity of members' participation, the problems of management and supervision, and the problems of technology and equipment. These drawbacks and deficiencies need to be paid attention to and corresponding measures should be taken to solve and optimize them. For example, we can strengthen face-to-face communication and cooperation, improve the quality and quantity of resources, stimulate the initiative and creativity of members, strengthen management and supervision, and improve the stability of technology and equipment. Only in this way can we give full play to the advantages of virtual teaching and research section and improve the quality and level of education and teaching.

D. Conclusion

The "Three Entries" virtual teaching and research section represents a significant innovation in higher education, aimed at addressing the fundamental task of cultivating college students with virtue and promoting high-quality educational development in the new era. By utilizing Xi

Jinping: The Governance of China as multilingual teaching materials and leveraging information technology, this approach fosters a cross-school, cross-department, cross-major, and cross-time collaborative environment. The key characteristics of the "Three Entries" include clear goals, precise demonstration, material sharing, and teaching collaboration, all of which contribute to enhancing the educational level of colleges and universities. To effectively implement and strengthen the "Three Entries" virtual teaching and research section, several strategic measures are necessary. Improving top-level design ensures alignment with the overall vision of higher education institutions. Strengthening platform construction provides the necessary infrastructure for collaboration and resource sharing. Enhancing content construction ensures the teaching materials remain relevant and of high quality. Emphasizing a teacher-led, student-oriented learning mode promotes an interactive and engaging educational experience. Additionally, leveraging the synergistic effects of cross-institutional collaboration is crucial for achieving better educational outcomes.

The "Three Entries" virtual teaching and research section offers a comprehensive framework for enhancing the quality of higher education. By focusing on strategic improvements in design, platform, content, and teaching methods, and by fostering collaborative efforts across institutions, this innovative approach can achieve the fundamental goal of cultivating well-rounded, virtuous college students prepared for the challenges of the future.

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