

Analyzing the Design and Promotion of Ideological and Political Content in Online Finance and Economics Courses

Xiaojie Peng¹, Jun Liu¹, Xianwei Meng^{2*}, Jianxiang Zhang^{1*}

¹Business School (School of Quality Management and Standardization), Foshan University, Foshan 528000, Guangdong Province, China

²China Energy Engineering Group Yunnan Electric Power Design Institute Co., Ltd., Kunming 650000, Yunnan Province, China

*Corresponding authors: Xianwei Meng, williammxw@hotmail.com; Jianxiang Zhang, zjx9612082021@163.com

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Abstract: In the context of the new media age, the emergence and development of finance and economics courses along with online course resources have greatly enriched the presentation of teaching resources in colleges and universities. However, subjected to the flawed design and poor promotion of ideological and political contents, which are less popular, online finance and economics courses often do not reflect the meaning well or maximize the application of the courses' ideological and political reform. This paper explores the dilemma and reasons for the promotion of the courses' ideological and political content, in hope to provide suggestions for the design and promotion of ideological and political content in online finance and economics courses in colleges and universities.

Keywords: Online courses; Finance and economics; Ideological and political content; Design and promotion

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1. Introduction

In 2014, China began to promote online open courses, and such courses are termed as MU courses by the education sector. In the process, many local colleges and universities as well as the majority of college students band together as the impetus for catechism learning. In 2015, the Ministry of Education issued the "Opinions and Policies on Strengthening the Construction of Online Open Courses in Higher Education Institutions" to encourage higher educational institutions to develop and offer online open courses and actively use online development courses. After the policy was issued, economically developed cities in China have introduced policies for the promotion of online open courses, creating a supportive environment, which also provides a solid foundation for the application of online courses in higher educational institutions in China ^[1]. Finance and economics courses are related to the country's social economy and people's livelihood, so it is necessary to adhere to the mission of serving the country with finance and economics, clarify the idea of successive innovation, build a new pattern of collaborative education, and promote the construction of ideological and political science courses in all areas ^[2]. The online course platform not only broadens the options available to students, but more importantly, it gives social learners who do not have access to colleges and universities the chance to interact closely with professors, enroll in university classes, improve themselves through learning, as well as learn from and promote the ideas of

university classes ^[3-5].

2. The dilemma of the design and promotion of ideological and political content in online finance and economics courses

2.1. The ideological and political content is disorganized and does not match the curriculum

Finance and economics courses should fit the social economy and promote the development of enterprises. However, the design of these courses is not based on these features. The main problem faced in the design of finance and economics courses is the miscellaneous and disorganized ideological and political content, which is independent of each other and does not match the curriculum. This is not only detrimental to students' understanding of the courses' ideological and political content, but also the normal development of classroom teaching ^[6].

2.2. Teachers read from books and students have difficulty understanding the content

The most important feature of online courses is that teachers and students do not have to be in the same space and time, which is both, an advantage and disadvantage of online courses. As an advantage, students can use their free time to learn; on the contrary, students are not able to ask questions directly in the face of difficult topics ^[7]. The teaching efficacy of ideological and political content is significantly impacted by the fact that lecturers in today's online finance and economics courses sometimes skip over or simply omit the discussion of ideological and political content when recording these courses.

3. The reasons behind the dilemma of the design and promotion of ideological and political content in online finance and economics courses

3.1. The ideological and political content is not in line with the objective rules of finance and economics courses

The biggest problem of finance and economics courses is that the ideological and political content does not conform to the objective rules of these courses. This can be attributable to four reasons. First, the goal setting of finance and economics courses is out of touch with reality; second, the finance and economics content and teaching are independent of each other; third, teachers tend to read the finance and economics content word for word; lastly, there is a lack of explanatory evaluation of the content ^[8]. It is only possible to accomplish the intended outcome by designing the ideological and political content of the course in accordance with the objective laws of the course, from the starting point of the course in combination with the teaching content.

3.2. A lack of systematic understanding of the ideological and political content of the courses among teachers

The core tenet that should be considered in the design of curriculum ideology and politics is the establishment of moral education ^[9-11]. The effect of the influencing quality of education and the effectiveness of curriculum ideology and politics ultimately falls on the quality of teachers because the principal person responsible for classroom teaching is the teacher, and the key to the construction of curriculum ideology and politics is also the teacher. The fundamental reason for teachers to disregard or skip ideological and political content other than the limited class hours is the lack of understanding of these contents; hence, it is difficult for them to teach these contents to students. As a result, they can only read from the text or encourage students to read these contents on their own. Therefore, it is necessary to strengthen teachers' understanding of the courses' ideological and political content ^[12].

4. New ideas for the design and promotion of ideological and political content in online finance and economics courses

4.1. Innovative design ideas that are in line with the curriculum

The fundamental purpose of advocating the integration of political science content into the curriculum, especially in professional courses, is still to enhance the teaching and the process of educating people, as well as to cultivate comprehensive, moral, and talented socialist successors [13-16]. In actual teaching, some schools or teachers have not yet mastered the methods and skills of integrating ideological and political content into professional knowledge, and there are cases where ideological and political contents are forced into the curriculum content. These practices are very likely to cause rigid application, resulting in the inability to create a link between ideological and political content and financial knowledge, thus being counterproductive.

4.2. Reinforcing teachers' training

All along, universities have attached great importance to induction training and follow-up education for teachers. Taking this opportunity to strengthen teachers' ideological and political theoretical learning, in order to fundamentally and fruitfully enhance teachers' cognition of curriculum ideology and politics, as well as focusing on the integration of ideological and political content into the curriculum, in order to achieve twice the effect with half the effort, schools should also pay attention to the construction of a team, while emphasizing and highlighting the role of the team leader.

4.3. Improving the course assessment system that integrates “curriculum ideology and politics + finance and economics courses”

It is worth considering how to implement and enforce the concept of curriculum ideology and politics in classroom teaching and uphold it as a conscious behavior and habit in daily teaching [17,18]. It must be recognized that the integration of “curriculum ideology and politics + finance and economics courses” is not as simple and perfunctory as conducting one or two demonstration classes, but rather an establishment of a scientific and reasonable assessment system to guide, evaluate, and motivate. The course assessment system is shown in **Figure 1**.

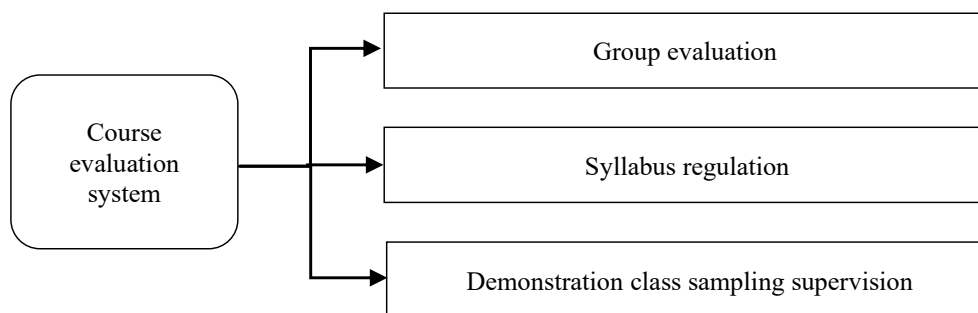


Figure 1. Course assessment system integrating “curriculum ideology and politics + finance and economics courses”

It is important to assess the integration of ideological and political content taught by teachers with their own professional knowledge and encourage teachers to participate in the teaching reform and innovation of the ideological and political aspects of finance and economics courses. The effect and quality of the implementation of these aspects are important bases or even necessary conditions for the assessment of new teachers, the evaluation of teachers' titles, and the selection and appointment of cadres. At the same time, it is necessary to reform the assessment methods for students, attach importance to value leadership, and incorporate this concept into the assessment system.

In the design, selection, and validation of teaching resources, such as course syllabus, teaching design, and case library construction, value leadership is raised to a certain level and taken as an assessment index. In the selection, establishment, evaluation, and acceptance of high-quality courses, first-class courses, and model courses, indicators such as “value leadership” and “moral education function” are set for assessment [19,20].

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Guangdong Provincial Curriculum Civic Construction Reform Demonstration Course in 2020 by Guangdong Provincial Education Department, “Intermediate Financial Accounting” (Higher Education Document [2021] No. 4 / Serial No. 301)

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Disclosure statement

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