

# Exploration of Blended Teaching Mode for Ideological and Political Courses in Universities

Siyuan Wang\*

Changji College, Changji 831100, China

\*Corresponding author: Siyuan Wang, 13309945652@163.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** In the era of “Internet plus,” the hybrid teaching model has injected new vitality into the reform of ideological and political education in colleges and universities, promoted the connection between online and offline teaching, built an air cloud classroom, promoted the sharing of high-quality educational resources, and enabled the reform of ideological and political education, which is conducive to stimulating students’ interest in learning ideological and political courses and improving the quality of ideological and political education. College ideological and political education teachers should actively learn the concept of blended learning, create micro lessons based on teaching content, introduce current political news, and use micro lessons to guide students’ pre-class preparation. Universities can carry out online live teaching, conduct interactive sessions, group discussions, and online testing to improve the quality of online teaching, collect online teaching data, conduct precise offline teaching, and optimize the connection between in-class and out-of-class teaching, utilizing big data to conduct teaching evaluation, collect student teaching suggestions, and comprehensively improve the quality of blended learning in ideological and political courses.

**Keywords:** Ideological and political courses in universities; Mixed type; Necessity; Construction principles; Build strategy

**Online publication:** October 25, 2024

## 1. Introduction

New technologies such as artificial intelligence and big data have created new opportunities for the reform of ideological and political education in universities, accelerating the reform of information-based teaching of ideological and political courses, bringing blended learning models into the vision of ideological and political teachers, and further improving their information-based teaching capabilities <sup>[1]</sup>. College ideological and political teachers should establish the “Internet plus” teaching thinking, actively learn the operational skills of hybrid teaching platforms such as Superstar Learning Link, MOOC online open teaching platform and blue ink cloud classes, carefully design hybrid teaching schemes, use micro classes to carry out pre class preview, use hybrid teaching platforms to carry out online live teaching, rely on the Internet to carry out online interaction and online testing, provide accurate data for offline teaching,

achieve accurate teaching of ideological and political courses, and comprehensively improve the quality of ideological and political teaching and education <sup>[2]</sup>.

## **2. The necessity of implementing blended learning in ideological and political courses in universities**

### **2.1. Beneficial for promoting the sharing of high-quality educational resources**

In the blended learning mode, ideological and political teachers in universities can collect high-quality teaching resources on MOOC online open teaching platforms, Chaoxing Learning Platform and other blended teaching platforms, such as excellent teaching cases of socialism with Chinese characteristics and Marxist teaching videos <sup>[3]</sup>. Integrating these high-quality teaching resources into teaching is conducive to promoting the sharing of high-quality educational resources. At the same time, teachers can collect short videos of current political news on Bilibili, Weibo, Tiktok and other platforms, and convert these short videos into cases of ideological and political education to make ideological and political education more grounded, enrich the teaching content of ideological and political courses, stimulate students' interest in learning by using new teaching materials, and improve the teaching quality of ideological and political courses.

### **2.2. Beneficial for promoting the connection between in-class and out-of-class teaching**

College ideological and political education teachers can use blended learning platforms to conduct pre-class previews, post-class reviews, and social practice guidance, closely connecting the three major links of pre-class, in-class, and post-class to form a teaching loop, which is conducive to promoting the connection between in class and out of class teaching, and thus improving the teaching level of ideological and political education <sup>[4]</sup>. For example, teachers can create micro lessons based on the teaching content and publish them on a blended learning platform, making it easier for students to preview based on the micro lessons. They can also record review videos and publish online assignments based on online teaching data, and interact with students online. The blended learning platform can be used to guide students' independent learning outside of class, achieving a seamless connection between in-class and out-of-class teaching, and leveraging the advantages of blended learning <sup>[5]</sup>.

### **2.3. Beneficial for real-time feedback on ideological and political education teaching**

The hybrid teaching platform can monitor and analyze the online teaching process in real-time, automatically record data such as courseware downloads, student comments, and online tests, and help ideological and political teachers in universities intelligently analyze online teaching data. This is conducive to providing real-time feedback on problems in online teaching, adjusting teaching content and methods accordingly, and improving the quality of online live teaching. At the same time, teachers can summarize students' suggestions for online teaching offline, and carry out precise offline teaching based on student satisfaction evaluation, teaching suggestions, etc., to improve the quality of ideological and political education teaching.

### **2.4. Beneficial for guiding students in deep learning**

In the blended learning mode, ideological and political teachers in universities return classroom leadership to students, design online brainstorming games, group discussions, and other activities to guide students to actively participate in online interactions, stimulate their self-learning enthusiasm, activate the online teaching

atmosphere of ideological and political courses, guide them to deeply learn political science, economics, and philosophy knowledge, and further improve their dialectical thinking ability and moral literacy.

### **3. Principles for constructing a blended teaching model for ideological and political courses in universities**

#### **3.1. Principle of adapting to the era**

The principle of adapting to the times refers to the need to assess the situation and adjust accordingly so that ideological and political education in universities can keep up with the pace of the times and play a leading role in the value of ideological and political courses. In the era of “Internet plus,” ideological and political teachers in colleges and universities should keep pace with the era, actively use micro classes, artificial intelligence, big data, etc. to carry out teaching, use short videos and online live broadcast modes popular with students to carry out teaching, answer questions and solve questions for students in a timely manner, adapt to the needs of teaching reform in the digital era, and meet students’ personalized learning needs <sup>[6]</sup>.

#### **3.2. Principle of the same direction and same step**

The core of ideological and political education in courses is the concept of “three education,” which proposes to integrate ideological and political education into various course teaching so that ideological and political education and course teaching can go hand in hand and build a collaborative education model <sup>[7]</sup>. College ideological and political teachers should actively promote the construction of ideological and political courses, use blended teaching platforms to carry out teaching, explore the ideological and political elements contained in various majors, integrate current political news, organize social volunteer activities, make online and offline teaching go hand in hand, stimulate students’ emotional resonance, and encourage them to actively participate in online teaching and offline ideological and political education practice activities, integrate high-quality ideological and political education resources, and comprehensively improve the quality of blended teaching of ideological and political courses.

#### **3.3. Principles of systems science**

The blended teaching of ideological and political courses in universities is a systematic project that should follow the principles of systematic science, establish a global and overall perspective, handle the relationship between local and overall aspects, promote the connection between online and offline, in-class and extracurricular teaching, and improve the blended teaching system of ideological and political courses <sup>[8]</sup>. Ideological and political teachers should make good use of the resources of blended learning platforms, connect them with ideological and political courses, current affairs news, etc., integrate related knowledge, form an educational closed loop, do a good job in connecting online and offline teaching, achieve the teaching effect of “1 + 1 > 2,” and give full play to the advantages of blended learning <sup>[9]</sup>.

#### **3.4. Principle of integration of knowledge and action**

The reform of the mixed teaching mode of ideological and political courses in universities should follow the principle of integrating knowledge with action. It is necessary to not only teach theoretical knowledge such as socialism with Chinese characteristics and Marxism through online teaching, improve the political literacy and social responsibility of college students, but also actively organize offline ideological and political education

practice activities so that students can receive ideological and political education baptism in practice, unify “knowledge” and “action” and achieve the unity of knowledge, emotion, intention, and action. In addition, under the blended learning mode, teachers should also grasp the relationship between ideological and political theory courses and practical teaching, establish the teaching concept of integrating knowledge and action, and improve the quality of ideological and political teaching <sup>[10]</sup>.

## **4. Strategies for constructing a blended teaching model for ideological and political courses in universities**

### **4.1. Carefully create preview micro lessons and guide students to preview before class**

College ideological and political teachers can create micro courses based on teaching content, connect key knowledge points, and publish preview tasks in the micro courses. The micro courses can be published on the Chaoxing Learning APP, and the class course QR code can be published for students to scan and enter the class course group, download preview micro courses, and refer to the micro courses for preview, which can stimulate their interest in learning ideological and political courses. For example, when teachers explain the course of “Ideological and Moral Education and Rule of Law,” they can create micro lessons around the theme of ideological and moral education, and integrate popular current affairs news such as excellent traditional Chinese culture, craftsmanship spirit, and patriotism into the micro lessons. They can use current affairs news to inspire students’ thinking about noble character and enhance their emphasis on ideological and political education. Teachers can also post preview tasks in micro lessons to help students find moral role models in their daily lives and improve the quality of pre-class guidance for ideological and political courses <sup>[11]</sup>. The content of micro courses should conform to mainstream social values, meet the growth needs of college students, promote social justice, highlight the teaching themes of course units, and help students clarify their preview goals. At the same time, teachers can publish micro courses on the Learning Platform for students to download independently, encourage them to engage in online discussions, stimulate their interest in learning ideological and political courses, and encourage them to actively preview before class, laying a good foundation for blended learning.

### **4.2. Carry out online live teaching and build a smart teaching space**

Firstly, ideological and political teachers should carefully design online live interactive activities, use the Learning Platform to conduct online brainstorming games and group discussions, promote teacher-student interaction and student-student interaction through multiple channels, and improve the quality of online live teaching. For example, when explaining socialism with Chinese characteristics in the new era, teachers can introduce online challenges related to the centennial party history and revolutionary heroes, use brainstorming to stimulate students’ online interaction enthusiasm, let them learn about the centennial party history of the CPC through the challenge game, and let them explore the development history of socialism with Chinese characteristics independently <sup>[12]</sup>. In online teaching, teachers can explain important nodes in the history of socialism with Chinese characteristics, such as the founding of New China, reform and opening up the Chinese path to modernization and other turning points, guide students to explore relevant knowledge independently, deepen their understanding of socialism with Chinese characteristics, and enhance their political identity.

Secondly, teachers can design online test questions based on the ideology of socialism with Chinese characteristics in the new era, introduce relevant examples of studying a strong country, use the Learning App

to carry out intelligent grading, test students' mastery of online teaching knowledge points, summarize the accuracy rate of each question, student scores, and class average scores, and provide accurate data for offline teaching <sup>[13]</sup>. Teachers can design multiple-choice, fill in the blank, and material analysis questions, use big data for intelligent grading, allow students to understand their online test scores through computers, help them clarify their review goals after class, and improve the quality of online live teaching.

### **4.3. Carry out precise offline teaching and promote the connection between online and offline teaching**

College ideological and political teachers should timely summarize data from the Chaoxing Learning App. On the one hand, they should screen students' online speeches and identify the knowledge points they are interested in. On the other hand, it is necessary to conduct in-depth analysis of online test data, carry out targeted teaching, closely connect online and offline teaching, and improve the quality of blended teaching of ideological and political courses. Firstly, teachers can focus on explaining the questions that make a lot of mistakes in online tests, delve into the related knowledge points of the questions, timely answer questions and clarify doubts for students, help them master the knowledge points, and improve their moral literacy. For example, teachers can explain topics related to socialism with Chinese characteristics from the perspective of politics, philosophy and economics, so that students can deeply understand that socialism with Chinese characteristics is the sinicization of Marxism. Only the CPC can save China. It is necessary to actively promote the construction of the Chinese path to modernization and realize the great historical significance of the great rejuvenation of the Chinese nation <sup>[14]</sup>.

Secondly, teachers can carry out offline ideological and political practice teaching activities, organize students to participate in social welfare activities, lead them to serve as volunteers at subway stations and bus stations, let them practice the socialist core values, enhance their sense of social responsibility, let them shoulder the mission of the great rejuvenation of the Chinese nation, practice the "unity of knowledge and action" ideological and political education concept, and improve the quality of blended teaching of ideological and political courses.

### **4.4. Utilize big data to conduct teaching evaluation and improve the quality of blended learning**

Under the blended learning mode, ideological and political teachers in universities should use big data to conduct teaching evaluations, conduct process evaluations, understand students' suggestions for blended learning in ideological and political courses, gradually improve the blended learning mode, and enhance the quality of ideological and political teaching. Firstly, teachers can review online live teaching videos, export relevant data such as student online comments, courseware downloads, and online test scores, objectively evaluate the process of online live teaching, timely identify problems in online teaching, flexibly adjust the content and interaction methods of online live teaching, improve the process evaluation mode, and enhance the quality of ideological and political teaching evaluation <sup>[15]</sup>.

Secondly, teachers can use the Wenjuanxing app to distribute survey questionnaires and encourage students to anonymously evaluate the blended teaching of ideological and political courses, allowing them to participate in teaching evaluation and the construction of ideological and political smart classrooms, gradually improving the blended teaching mode of ideological and political courses, and enhancing the quality of ideological and political teaching and education. College ideological and political teachers should actively

construct a blended learning model, use big data to conduct process evaluations, collect student teaching suggestions, and timely make up for the shortcomings in blended learning, thereby improving the quality of blended learning in ideological and political courses.

## 5. Conclusion

In short, ideological and political teachers in universities should actively build a blended learning model, carefully design blended teaching plans, connect online and offline teaching, make a good transition between the two, use micro courses to explain online teaching knowledge points, publish preview tasks, guide students to learn independently before class, use the Chaoxing Learning App to carry out online live teaching, interact with students through microphone connection, conduct online tests, and grasp students' mastery of knowledge points in real time to build a smart classroom for ideological and political education. At the same time, teachers should timely summarize online teaching data, combine online test questions to carry out precise offline teaching, deeply explain knowledge points, organize ideological and political education practice activities, let students receive ideological and political education baptism in practice, use big data to carry out blended teaching evaluation, flexibly adjust teaching content and methods, and comprehensively improve the quality of blended teaching of ideological and political courses in universities.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Fan G, Hu Y, Li W, 2023, Research on the Problems and Countermeasures of the Application of Blended Online and Offline Teaching Mode in Ideological and Political Courses in Local Universities. *Journal of Mudanjiang Education College*, 2023(10): 106–109.
- [2] Wu H, Liang Y, 2023, Research on Optimization of Three Dimensional Teaching Evaluation of Ideological and Political Courses in Colleges and Universities Under Blended Teaching Mode. *Higher Education Forum*, 2023(10): 56–60.
- [3] Liu X, 2023, The Inevitable Logic and Construction Path of Blended Teaching Mode for Ideological and Political Courses in Universities: Taking the Course “Outline of Modern Chinese History” as an Example. *Science, Education and Culture Exchange*, 2023(17): 51–54.
- [4] He Z, Wang S, 2023, Exploration of Blended Online and Offline Teaching Mode for Ideological and Political Courses in Universities. *Journal of Liaoning University of Technology (Social Sciences Edition)*, 25(2): 127–129.
- [5] Wang Q, 2023, Guiding Research on the Construction of Blended Teaching Mode for Ideological and Political Courses in Universities. *Huazhang*, 2023(3): 54–56.
- [6] Yang W, Shangguan W, 2023, New Discussion on the Integration of Blended Teaching Mode Guided by Deep Learning into Ideological and Political Courses in Colleges and Universities: Taking “Introduction to Socialism with Chinese Characteristics in the New Era” as an Example. *Journal of Social Sciences of Shanxi Higher Education Institutions*, 35(1): 41–45 + 51.
- [7] Jie H, 2023, Innovative Optimization of Blended Online and Offline Teaching Mode for Ideological and Political

- Courses in Universities. *Journal of Heihe University*, 14(01): 98–100+163.
- [8] Chen Y, Chen F, 2023, Application and Optimization of Blended Teaching Mode for Ideological and Political Courses in Universities. *Heilongjiang Education (Higher Education Research and Evaluation)*, 2023(1): 74–76.
- [9] Liu X, Wang Z, 2021, Several Thoughts on the Blended Teaching Mode of Ideological and Political Courses in Private Universities in the Era of New Media. *Age of Wealth*, 2021(8): 221–222.
- [10] Li R, Gao N, 2022, The Difficulties and Solutions Faced by the Reform of Blended Teaching Mode for Ideological and Political Courses in Universities. *Higher Education Journal*, 8(26): 134–137.
- [11] Zhu X, Guo Q, 2022, Exploration of Blended Teaching Mode for Ideological and Political Courses in Universities Based on MOOC Learning Platform. *Journal of Kaifeng University*, 36(2): 50–52.
- [12] He Y, Li C, 2022, Exploration and Optimization of Blended Teaching Mode for Ideological and Political Courses in Universities. *Journal of Hulunbuir University*, 30(2): 55–60.
- [13] Chen J, Ding Q, 2022, The Content and Methods of Classroom Teaching Under the Blended Teaching Mode of Ideological and Political Courses in Universities. *Learning Monthly*, 2022(4): 36–38.
- [14] Xie Q, Tang Y, 2021, Blended Teaching of Ideological and Political Courses in Universities: Theoretical Reasons, Practical Models, and Promotion Ideas. *Coal Higher Education*, 39(5): 112–117.
- [15] He Q, 2023, Exploration of the Reform of Blended Teaching Mode for Ideological and Political Courses in Colleges and Universities under the Background of Educational Informatization. *Journal of Changzhou Information Vocational and Technical College*, 22(6): 29–33.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.