

Research and Practice on Diversified Teaching Modes of Ideological and Political Courses in Universities under the Background of Internet+

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Abstract: Against the backdrop of "Internet+", this study explores the application and effects of diversified teaching modes in the teaching of ideological and political theory courses in universities. Employing various evaluation methods such as questionnaires, interviews, and knowledge tests, the study substantiates that diversified teaching methods can enhance students' interest in learning, elevate the interactivity of ideological and political classes, assist students in better grasping ideological and political theoretical knowledge, and cultivate their ability to utilize theory to analyze problems. This paper delves deeply into the blended teaching modes, proposes a diversified teaching mode for ideological and political courses based on "Internet+", and conducts a comprehensive evaluation and analysis of its actual effects. Furthermore, this research also explores the possible challenges and solutions in implementing diversified teaching modes, providing valuable practical references for the teaching of ideological and political courses.

Keywords: Diversified teaching modes; Ideological and political theory course; Online teaching resources; Process evaluation.

1. Introduction

With the widespread application of internet technology in the educational field, the teaching of ideological and political theory courses in higher education institutions is also facing the need for reform^[1]. How to utilize network technology, adopt various teaching modes to reform traditional indoctrination teaching, and improve the quality of ideological and political education is a current important topic^[2]. This study aims to explore the specific application and effect evaluation of diversified teaching modes in ideological and political education, providing a reference for the reform of teaching modes.

In the "Internet+" context, the teaching of ideological and political courses faces diverse challenges and opportunities. Leng Cuiling and Shi Jiaxu's research indicates that the use of internet technology can enhance the affinity of ideological and political courses^[3]. Simultaneously, Zhou Jinfeng proposed diversified thoughts on reforming ideological and political courses under this backdrop^[4]. Du Xiyao and others explored the dilemmas and ways out for the reform of ideological and political courses in applied universities under the "Internet+" background^[5]. Tian Wenjuan and Yang Yunfei investigated blended teaching in university ideological and political courses in the "Internet+" era^[6]. Based on these studies, this

research will further explore the application and effects of diversified teaching modes in the teaching of ideological and political courses.

2. Scheme Design

2.1 Teaching Resource Development

To apply diversified teaching modes in ideological and political courses, it's essential to construct rich online teaching resources^[7]. Micro-course videos should be made for key ideological and political theory courses, highlighting core views and concepts, and using typical cases to aid understanding. Offer typical case analyses, exploring the intrinsic connection between cases and ideological theory, and cultivating the ability to use theory to analyze problems^[8]. Select the latest policy document materials that are easy to understand and instructive, and design related exercises. When designing and choosing teaching resources, consider the attributes of the course to ensure its ideological, scientific, and instructive nature, and have it reviewed by experts^[9].

2.2 Teaching Process Reform

In the teaching of ideological and political courses, actively adopt various teaching modes such as flipped classrooms and micro-lessons to achieve diversified teaching methods. For ideologically heavy courses, a flipped classroom model can be used. Teachers upload videos and cases before class for students to study independently. In class, students discuss difficult points and perform case analyses, testing their grasp and application of theory. This effectively combines pre-class theoretical learning and in-class application. For practical courses, a micro-lesson model can be used. Teachers make videos analyzing cases or current events, and students discuss these in class, with teachers providing feedback. This can enhance students' critical thinking abilities. These diversified teaching mode reforms should actively utilize modern information technology to effectively combine online and offline resources. This can improve the interactivity and effectiveness of the class and enhance learning interest.

2.3 Role Positioning of Teachers and Students

In the diversified teaching of ideological and political courses, the roles of teachers and students should be clarified, forming an actively interactive teaching pattern. The role of the teacher should shift to a guide and organizer, not just an imparter of knowledge. Instead, they provide rich teaching resources, guide students in proactive learning and thinking, and give targeted guidance. Students should transform into proactive participants and explorers, studying ideological and political theory under the guidance of teachers and applying theory to analyze actual problems. Both parties should engage actively in this interactive process; only through their joint efforts can the actual effect of diversified teaching be realized.

2.4 Learning Evaluation Methods

In the diversified teaching mode of ideological and political courses, traditional knowledge test evaluation methods should be reformed to adopt a process-oriented multi-evaluation. Students' classroom performances, such as discussions, can be included in the evaluation system. This requires teachers to record the quality of student speech, logical thinking, etc., during the class

as an essential evaluation indicator. Students could also present on specific ideological and political theory topics in class, and their preparation and clarity of expression can be evaluated. Group project research evaluation can be adopted, where students delve deep into a topic using ideological and political theory and complete a project research report. Throughout this process, teachers can observe students' teamwork abilities, problem analysis, and problem-solving skills. For foundational ideological and political theory knowledge, closed-book exams should still be conducted. However, exam results should be combined with process evaluation to determine the final grade.

3. Implementation Process

3.1 Selection of Typical Courses

When applying diversified teaching modes in ideological and political courses, "Overview of Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" can be chosen as a typical course. This course is an essential part of the ideological and political theory course, systematically introducing the formation and development of Mao Zedong Thought, explaining its historical position and basic insights, as well as the formation, development, and main content of the theoretical system of socialism with Chinese characteristics. The course emphasizes that Mao Zedong Thought is the fundamental guiding ideology for all theories and practices in contemporary China and is an essential part of the theoretical system of socialism with Chinese characteristics. Studying this course can deepen the understanding of the theoretical achievements of the sinicization of Marxism. The course is highly theoretical, requiring teachers to grasp the theoretical context accurately and present it clearly to students. Thus, selecting this course to apply diversified teaching modes can test the actual effects of teaching mode reforms. If good teaching results can be achieved in such a theoretically strong course, this teaching mode can be further promoted to other ideological and political theory courses. The specific content is shown in Figure 1.

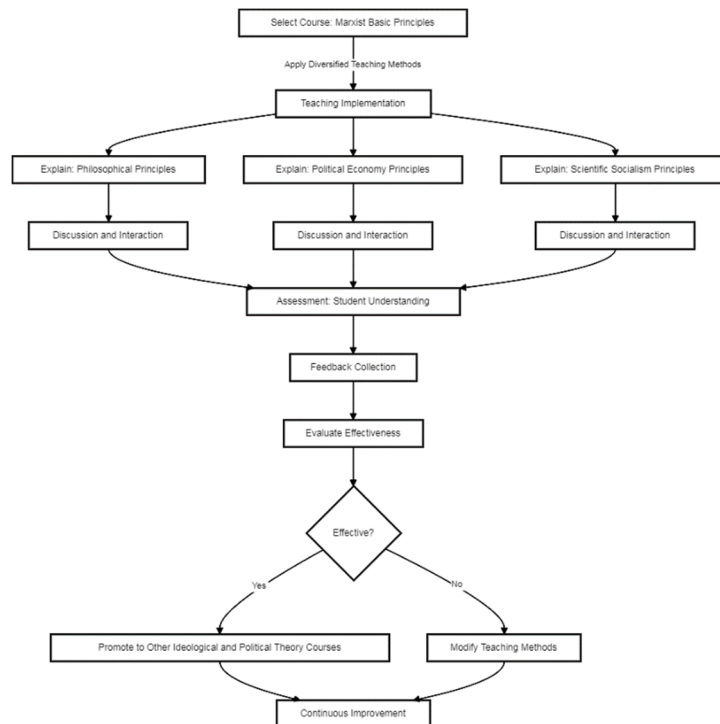


Figure 1: Selection Diagram of Typical Courses

3.2 Development of Teaching Resources

For the course "Overview of Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics," the development of teaching resources should focus on the following aspects:

Around the main content of Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics, systematic micro-course videos should be recorded. For example, on the formation process, practical experience, and theoretical achievements of Mao Zedong Thought, and the development context of the theoretical system of socialism with Chinese characteristics, vibrant micro-course products should be designed to help students understand deeply. Provide typical cases analyzing significant historical events and practical experiences, such as cases guiding the Chinese revolution and construction using Mao Zedong Thought, and cases analyzing the historical changes of New China over 70 years. Mind maps and other materials should be compiled to organize the framework of Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics. Provide relevant treatises and literature materials, such as selected readings of the party's theory and policy documents, and recommendations of research results from renowned experts. These resources should be targeted and comprehensive, both close to students' cognition and broadening their knowledge, to enhance learning outcomes.

3.3 Application of Teaching Interaction

In the diversified teaching of the course "Overview of Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics," a blended teaching mode of online and offline should be fully utilized to strengthen teacher-student interaction.

In online learning, teachers should use online teaching platforms to provide rich micro-courses, typical cases, and other teaching resources, organizing online tests, discussions, and other interactive links. Students can actively learn by previewing resources, asking questions online, and participating in discussions through the platform. In offline classes, based on students' pre-study, teachers should combine lectures with discussions. Lectures should highlight key and difficult points and address students' learning doubts. Organized discussions should design guiding questions, promoting students' abilities to analyze problems and express opinions. Methods like case teaching and situational teaching should also be utilized effectively, enhancing the appeal and affinity of teaching.

Additionally, teachers should organize students to write their learning experiences in ideological and political education, combining current political affairs or real-life situations. Teachers should evaluate the experiences written by students and provide feedback. This evaluation interaction can promote students' deep thinking on ideological and political theories. By effectively using this blended mode of online and offline, a multi-level and all-round teacher-student interaction can be realized, enhancing teaching outcomes.

3.4 Process Assessment Methods

In the diversified teaching of ideological and political courses, traditional knowledge test evaluations should be reformed, adopting a process-oriented multi-evaluation. Students' classroom performance, such as discussions, should be taken as an essential evaluation indicator. Teachers need to attend classes and record the quality and logic of student speeches. A group project research assessment method can be adopted, where teachers observe students' teamwork, problem analysis, and problem-solving skills^[10]. Assign students to write reflections after reading important articles, evaluating their depth of understanding and insights. Basic knowledge still requires a closed-book exam for verification. However, exam results should be combined with process evaluation to determine the final grade. This multi-evaluation can more comprehensively test students' learning outcomes. The specific content is shown in Figure 2.

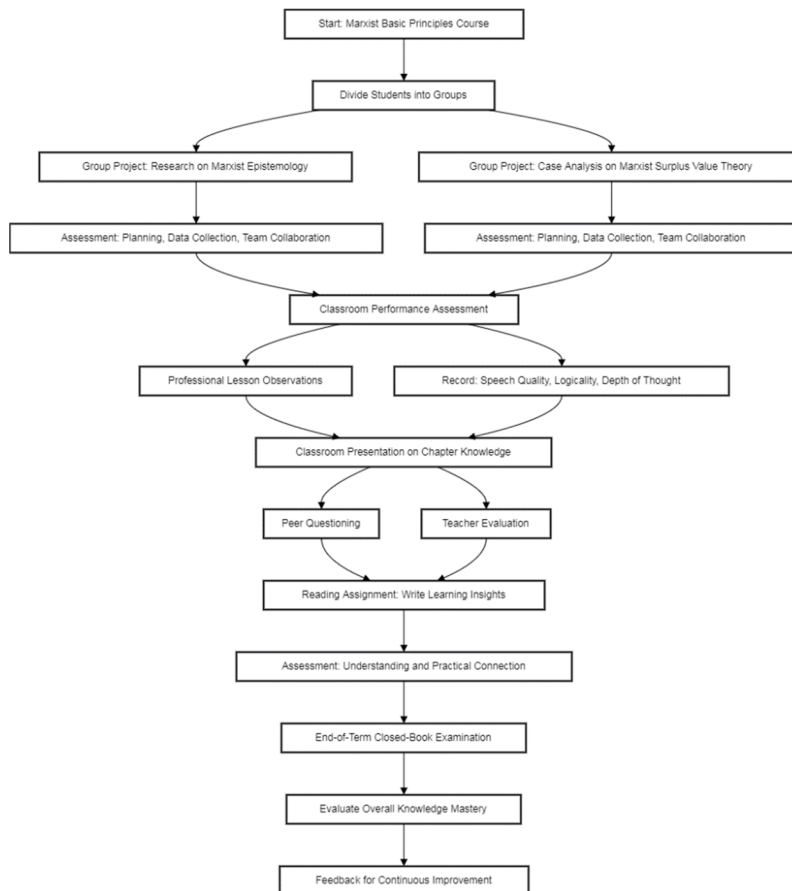


Figure 2: Diagram of Process Assessment Methods

4. Effect Evaluation

4.1 Selection of Evaluation Methods

To assess the effectiveness of diversified teaching in ideological and political courses: Questionnaire Surveys: Gather student feedback on their satisfaction and feelings towards the teaching mode. Interviews & Discussions: Deep dive into students' perspectives on the teaching approach and solicit suggestions. Closed-Book Exams: Test students' understanding of the theories, gauging the mode's success in knowledge transfer. Case Analysis Reports: Evaluate students' ability to apply theories to real-world scenarios, reflecting the mode's impact on skill development. Using both quantitative and qualitative methods offers a thorough review of the teaching approach, laying a foundation for further refinements. The specific evaluation methods are shown in Table 1.

Table 1: Selection of Evaluation Methods

Evaluation Method	Data Collection Method	Data
Questionnaire Survey	Survey on Satisfaction with Ideological and Political Course Teaching	Average Satisfaction: 4.2/5
Individual Interviews/Discussion Sessions	In-depth Communication with Some Students	85% of students are satisfied with the new teaching mode
Closed-book Written Exam	Test of Ideological and Political Theory Knowledge	Average Score: 75/100
Case Analysis Report	Application Case Analysis of Ideological and Political Theory	Average Score: 80/100

4.2 Analysis of Evaluation Results

Questionnaires and interviews show around 80% of students believe the new teaching mode increases interest, interactivity, and relevance. Exam scores show experimental classes improved by 5-8 points over control classes, indicating better mastery of theories. Case analysis reports reveal a 10% increase in students' ability to apply theories to problem analysis. Classroom observations and reviews demonstrate improved participation and logic in experimental classes. Overall, the diversified teaching mode enhances student interest, comprehension, application of theories, classroom engagement, and exam performance. The multi-method evaluation provides strong evidence of teaching effectiveness. The specific evaluation results are shown in Table 2.

Table 2: Analysis of Evaluation Results

Evaluation Item	Experimental Class	Control Class	Data Difference
	Data	Data	
Student Satisfaction (%)	80	70	+10
Average Exam Score	83	77	+6
Improvement in Case Analysis Ability (%)	10	0	+10
Classroom Participation (%)	75	65	+10
Logical Thinking Evaluation Score	90	80	+10

From this, it can be seen that the diversified teaching mode has achieved positive results in increasing students' interest in learning, enhancing the degree of knowledge mastery, and cultivating the ability to analyze problems. However, it should also be noted that the new teaching mode places higher demands on teachers, necessitating further advancement in teacher team construction.

5. Conclusion and Outlook

Through various evaluation methods, this study has proven that diversified teaching modes can enhance students' interest in learning and their mastery level of ideological and political theory knowledge while fostering their problem-analysis abilities. This provides support for further expanding the application of diversified teaching modes in ideological and political courses. However, this teaching mode also sets higher standards, indicating a need for further progress in the construction of the teaching team. Looking ahead, diversified teaching modes will play

an even more significant role in the reform of ideological and political theory course teaching.

Topic Name: Research on the "Standard+Characteristics" Ideological and Political Course Practice Teaching and Education Model in Higher Vocational Colleges from the Perspective of School Enterprise Cooperation2022—XXDY—32

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