

The Exploration of Teaching Reform Path of Ideological and Political Theory Course in Colleges and Universities

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The ideological and political theory courses in colleges and universities have the fundamental task of “cultivating morality and cultivating people”, which needs to be combined with the concrete teaching practice and the specific requirements of the new era to face the construction standard of “high-level courses” and improve the new connotation and level. This paper takes the course “Ideological Morality and Rule of Law” as an example, aiming at the specific requirements of “high-level course” and the common problems faced by the course “Ideological and Political Theory”. In order to promote the reform of “high-level courses” in ideological and political courses in higher education, the reform of Outcomes-Based Education (OBE) teaching concept is proposed, the teaching design is informationized, the teaching content is “disciplined” and “broad integration”, the teaching forms are diversified, the teaching process is democratic and open, and the teaching evaluation method is diversified.

Keywords: high-level courses, ideological and political theory courses, teaching reform, six paths

The ideological and political theory course is a key course for the implementation of good moral education in education and for improving the moral quality of students.

The Understanding of “High Level Course” of Ideological and Political Science in Colleges and Universities in the New Period

Ideological and political theory course, as the key course to carry out the fundamental task of cultivating morality and cultivating people, needs to eliminate the “water course” and create a “golden course”, so that ideological and political theory course can effectively play a practical role in the process of cultivating new people of The Times. Since 2012, especially after the school ideological and political theory teachers’ symposium, with the attention of the Party and the state and the unremitting efforts of major colleges and universities, the

Acknowledgement: This paper is funded by:

2023 Guangdong Provincial Education Science Planning Project Specialized in Higher Education “Research on Connotative Development of University Ideological and Political Theory Courses Under the Integration of Ideological and Political Theory Courses in Universities, Secondary and Primary Schools” (2023GXJK529);

Zhaoqing University Outstanding Young Teachers Research Capacity Enhancement Program Grant (YQ202110);

Zhaoqing Institute of Educational Development 2022 Educational Research Project “Evaluation Research on Middle School Ideological and Political Classes Under the Integration Perspective” (ZQJYY2022017);

Research on Integrated Evaluation of Civics Teaching in Universities, Schools and Primary Schools by Regional Collaborative Innovation Center for Civics Teaching in Guangdong Universities in 2023 (YB202302);

Higher Education Teaching Reform Project of Zhaoqing University in 2022 “Teaching Reform and Practice of ‘Three Teachings, Three Reforms’ for Ideological, Ethical and Lawful Teaching Reform and Practice of Ideology, Ethics and Rule of Law Under Integration” (zlgc202247).

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construction of ideological and political theory courses in colleges and universities has made great progress, and is constantly approaching the goal of “golden course” construction. In the process of building the “golden course” of ideological and political theory in an all-round way, it is necessary to change the existing teaching content and teaching mode through the standard of “gender one degree”, squeeze out the “moisture”, and test the gold content of ideological and political theory course (Li, Xu, & Wu, 2020).

What is “higher standards”? Higher standards reflect the basic characteristics of high order, innovation, and challenge. “High order” is on the basis of satisfying memory, understanding, and application, and then reaching the higher requirements of analysis, evaluation, and innovation. This is fully reflected in the ideological and political courses and courses, which not only achieve the organic integration of knowledge, ability, and quality, but also cultivate students with both moral and ability, advanced thinking, and comprehensive ability to solve complex problems. “Innovation” refers to concept innovation, content innovation, mode innovation, method innovation, form innovation, process innovation, evaluation innovation, service innovation, etc. The teaching concept should be “student-centered”, the content organization should reflect the frontier and The Times, the teaching method should reflect the advanced nature and interaction, and the student process should be exploratory and personalized. The “challenge degree” refers to the depth, difficulty, connotation, and expansion of the teaching content.

The re-understanding of the “high-level course” of ideological and political theory is ultimately people-oriented and student-centered, so that students have a sense of gain and satisfaction, which is reflected in the effectiveness of ideological and political theory course teaching. In general, with the student-oriented educational concept, the construction standard of “high-level courses” of ideological and political theory courses in colleges and universities is ultimately aimed at cultivating people by virtue, so that the teaching process of ideological and political courses can make students have a sense of gain, and ultimately achieve the goal of “moral”, and the effect of thinking into the brain and heart.

The Present Situation of Ideological and Political Classroom Teaching in Colleges and Universities in the New Era—Taking “Ideological Morality and Rule of Law” as an Example

The concept of “golden course” appears in the new era, although its “high-level course standard” is the same as the past fine course and quality course, but its essence is different from the standard. Just like our economic development philosophy, we used to value “speed”. But now it is not only about speed, but also about sustainability. To make good use of the main channel of ideological and political course teaching, ideological and political theory courses should insist on strengthening in the improvement, enhance the affinity and pertinence of ideological and political education, and meet the growth and development needs and expectations of college students.

In the traditional teaching of ideological and political theory courses in colleges and universities, the teaching mode is relatively simple, the students’ understanding of the importance of ideological and political theory courses is not enough, and the satisfaction of obtaining is not high, which makes the function of ideological and political theory courses not fully played (Liu, 2021). As for the construction standards of high-level courses and the practical effectiveness of ideological and political theory courses, there are also loopholes in the form of testing, and it is impossible to judge their specific high-level degree.

“Ideological Morality and Rule of Law” is a compulsory ideological and political theory course for first-

year college students. The main goal of this course is to improve the ideological and moral quality and basic legal literacy of college students. The teaching content is closer to the growth needs of students, and it does not emphasize too much the memorization of specific knowledge points, but rather the guidance of socialist core values and mainstream ideology. It aims to help students strengthen their ideals and beliefs, buckle the first button of life, and form a love for China, a strong country, and serve the country. The course “Ideological Morality and Rule of Law” requires college students to complete in the first academic year of college. Because its teaching content is close to students’ life and the textbook is easy to read, it is easy to give students the illusion that the learning content is too simple, and some students will ignore it in terms of importance (Guo, 2021).

From the perspective of teachers, first of all, the course of “Ideological Morality and Rule of Law” requires teachers to constantly update and accumulate theoretical knowledge, and provide students with solid theoretical teaching based on current affairs and life. However, most teachers are limited in their research knowledge and content. On the one hand, their grasp of the whole teaching material system, especially the focus of new teaching materials, is not fully grasped. As a result, the reserve of theoretical knowledge cannot meet the needs of “Ideological Morality and Rule of Law” course. Secondly, some teachers are more rigid in their teaching methods, unable to tell the difference between the “Ideological Morality and Rule of Law” courses in universities and the ideological and political courses in high schools, which is not conducive to the improvement of students’ enthusiasm and even makes students biased and tired of ideological and political courses to a certain extent. With the development of technology, the emergence of micro-courses, MOOCs, fine courses, online + offline teaching methods has improved the teaching effect to a certain extent, but the curriculum standard of “gold courses” is still lacking.

From the perspective of students, many college students only study the course “Ideology, Morality and Rule of Law” for the purpose of completing the credits of public compulsory courses, and there is a certain utilitarian orientation for knowledge learning. The course of ideological and political theory is more about the education of students from the theory, thought, and value. Therefore, in order to achieve the high standard of ideological and political theory courses, it is necessary to change students’ attitude towards public compulsory courses. In other words, allowing students to have a full sense of gain and satisfaction in ideological and political courses, improve their thoughts, and achieve the unity of knowledge and action is conducive to changing the ideological contradiction existing in the study of ideological and political courses. In addition, students lack the corresponding knowledge background for learning, and the teaching objects are in several major categories, including liberal arts, science and engineering, and art majors. In the course of teaching, there will be different acceptance and learning levels of ideological and political theory courses, resulting in different teaching difficulties.

Possible Ways of Teaching Reform of Ideological and Political Theory Course in Colleges and Universities—Taking “Ideological Morality and Rule of Law” Course as an Example

According to the above, there are still many deficiencies in the standards of the construction of high-level courses in the teaching of ideological and political theory courses in colleges and universities, and there are certain problems and gaps in the construction of ideological and political theory courses in colleges and universities and the standards of high-level courses.

The Change of Teaching Idea

The teaching concept needs to be transformed into a student-centered, ability-focused, learning-output-oriented educational concept. Such a teaching concept is also known as Outcomes-Based Education (OBE), which is a kind of educational concept oriented by students' learning outcomes. It believes that the goal of teaching design and teaching implementation is the learning outcomes achieved by students through the education process (Ji & Xiao, 2020).

The ideological and political theory courses in colleges and universities implement the teaching reform based on the OBE concept. Taking the course "Ideological Morality and Rule of Law" as an example, the course takes "enhancing the sense of social responsibility", "abiding by social morality", "improving professional ethics", and "cultivating legal thinking" as its educational goals. In the past, teachers dominated the teaching and learning process. Students learn as teachers teach. The teacher sets the teaching content, and the students learn step by step. The OBE teaching concept changes this teaching method, from what teachers should teach to what students should learn, and teachers need to change from course lecturers to students' learning process service, guide, and facilitator. The teaching goal of curriculum reform is the teacher's interpretation and the concrete implementation plan. The setting of the teaching goal of "Ideological Morality and Rule of Law" involves more the transformation and improvement of ideas, and this process needs students' continuous experience, practice, judgment, and internalization to achieve.

Information-Based Instructional Design

From traditional teaching plan to information-based teaching design. The traditional teaching plan is based on the content of the textbook as the starting point, compiling knowledge points, focusing on the key and difficult points of teaching, and highlighting "teaching". The information-based instructional design focuses on the multi-element learning system, attaches importance to the combination of teaching materials and resources, and is process-oriented and resource-based. In order to promote learning, according to the characteristics and needs of learners, learning content, learning resources, learning environment, and information technology are effectively integrated to achieve process optimization and the implementation plan of teaching and learning. Finally, through the visual form of the process of the activity, the use of teaching materials, academic resources, environment, teaching methods, learning methods, activities, and evaluation is as a systematic method. Generally, two categories can be used: "curriculum-based information-based instructional design" and "classroom-based information-based instructional design", and the former is emphasized here. The curriculum based information teaching design needs to first analyze the current situation of learning, and analyze the key points, difficulties, environment, resources, teaching methods, learning methods, content, process, evaluation, and reflection of the curriculum objectives in the recent development area. In addition, curriculum information teaching design should include the following 10 aspects: (1) curriculum information, (2) learning situation analysis, (3) curriculum objectives, (4) curriculum importance and difficulties, (5) teaching environment and resources, (6) teaching methods, learning methods, (7) curriculum content system, (8) academic evaluation, (9) learning suggestions, and (10) curriculum characteristics and innovation, etc.

Teaching Content "Discipline" and "Broad Integration"

To improve the level of ideological and political theory courses, the teaching content needs to be "disciplined" and "broad integration". The course content should pay attention to the integration of textbook content and information resources, the integration of difficulty depth and novel and practical, and the integration of

professional teaching and moral education. Especially for the teaching content which should be more innovative, taking “Ideological Morality and Rule of Law” course as an example, “improve the moral cultivation of college students” is one of the important teaching objectives, talent training must be the process of educating and educating talents, and educating people is the foundation. A person cannot stand without virtue, and the fundamental of educating people lies in virtue.

Teaching Form Presents Diversity

Information-based teaching design determines the diversity of teaching forms. Due to the diversity of information representation, information processing, and presentation forms, the simple principle of color composition, and the effective principle of timely application, it determines the scientific content of the teaching, the rationality of the structure and the aesthetics of art.

Although the specific forms of teaching mode can be instruction, heuristic, discussion, inquiry, case, phenomenon teaching, task-driven, problem progression, goal oriented, flipped classroom, blended learning, collaborative learning, situational learning, scene learning, and so on, the teaching model also needs to be fully considered from the principles of the above aspects. Diversity does not mean complexity and unlimited, but the moderation of constituent elements, information capacity, and technical means should be considered, which should ultimately be conducive to the solution of problems, conducive to students’ cognition, and conducive to a broad vision.

The Teaching Process Is Democratic and Open

The complete teaching process is from the course introduction, course teaching, communication, and interaction to summarization; these links should fully reflect the democratic openness. The first is that in the process of communication and interaction, students’ thinking is active, teacher-student interaction is sufficient, and participation has depth. Second, the use of media is reasonable, so that the combination of multimedia and board books is used appropriately to effectively support student learning. Third, the cultivation of talents to accept a variety of forms of new knowledge, master a variety of methods to solve practical problems, focus on the cutting-edge hot spots of a variety of points of view, communication, and interaction with students can be into the heart of the brain into the behavior. The most critical point is to pay attention to the needs of students, to students’ cognitive organization of teaching layer by layer, step by step, everywhere there is a new scene.

The Change of Teaching Evaluation Method

The change of teaching process must drive the further change of teaching evaluation method, from the past single evaluation of teaching to multi-dimensional evaluation, result evaluation to process evaluation, quantitative evaluation to qualitative evaluation, academic evaluation to comprehensive quality evaluation, discriminative evaluation to development evaluation, one-dimensional evaluation to multi-dimensional evaluation.

Through the transformation of OBE teaching concept, information-based teaching design, teaching content to achieve “discipline” and “broad integration”, the diversity of teaching forms, the democratic and open teaching process, and the pluralistic transformation of teaching evaluation methods, the level and connotation of high-level courses of ideological and political theory courses in colleges and universities in the new era will be continuously improved, and the construction of ideological and political theory courses will be pushed to a new goal: become a classroom towards life, a classroom towards wisdom, and a classroom towards the future.

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