

Dilemma and Improvement Strategy of Ideological and Political Teaching in Chinese Universities based on Remote Online Education

LIU Si-tong

Daliann Maritime University, Daliann, China; Nanjing University of Science and Technology, Nanjing, China

As a new teaching method, remote online education has gradually become the most dependent teaching auxiliary method in universities. Especially under the influence of the COVID-19 pandemic, Chinese universities, which mainly have cross-provincial students, have strengthened the development and construction of remote online courses due to social and geographical constraints. Among them, due to the particularity of ideological and political education, remote online ideological and political teaching has some problems, such as lack of learning situation analysis, difficult measurement of goal achievement, inefficient teacher-student interaction, single teaching strategy, and lack of unified teaching norms. To deal with these difficulties, in the background of digital transformation of education, especially in the post-epidemic era and the moment of the rise of artificial intelligence technology, to strengthen the top-level education design, security, and supervision as the benchmark, standardize local curriculum standards, classify and gradually improve teachers' enthusiasm for participation, and give full play to the advantages of artificial intelligence remote ideological and political teaching improvement. It is of profound significance to the cultivation of talents in Chinese universities.

Keywords: ideological and political teaching, remote education

The Predicament and Limitation of Remote Ideological and Political Teaching

With the development of Internet technology remote online education has become an important teaching means of ideological and political education in Chinese colleges and universities. Especially after the outbreak of COVID-19, the traditional order of ideological and political teaching in universities has been severely impacted due to restrictive social and geographical policies, which further highlights the importance of remote online education. However, although remote online education can help the continuation of ideological and political teaching in colleges and universities, it also has some inherent shortcomings such as a lack of teacher-student interaction and poor teaching effect. Therefore, on the whole, remote online education in ideological and political teaching in Chinese colleges and universities is a teaching method with advantages and disadvantages.

Lack of Learning Situation Analysis, Ideological and Political Teaching Achievement is Difficult to Consider

The only evidence of “effective teaching” lies in the achievement of teaching objectives. In a sense, the achievement of teaching objectives requires not only the professional skills of teachers but also the professional responsibility of teachers. Especially for the special ideological and political education in colleges and universities, it is difficult to quantify the degree of students’ mastery of the course due to the teaching characteristics of cultivating students’ values, moral values, and other ideologies, and it is not possible to conclude learning situation through a single index, so it is particularly important to conduct a detailed analysis of learning situation. In remote ideological and political teaching, teachers can only teach knowledge through textbooks, but cannot know each student’s mastery level face to face, can not improve students’ listening status, let alone supervise students to think deeply, so the teaching effect is greatly reduced. However, for students, their personal growth is always in dynamic development, and the realization of the teaching effect requires the participation of school, family, and society, which makes it difficult to consider the achievement degree of remote ideological and political teaching.

Teaching Evaluation Lag, Evaluation Results are not Accurate

Teaching evaluation as effectiveness feedback is a key link in the ideological and political teaching process and operation system, but also a weak link in ideological and political theory research and practical exploration. In remote online ideological and political education, teachers and students can only communicate through the cold screen, which not only reduces the willingness of both sides to communicate but also makes teachers unable to get students’ feedback on the course. Without positive teaching feedback, there will be no corresponding teaching adjustment, and there will be no accurate teaching evaluation. Moreover, remote online education often weakens the relationship between teachers and students. In terms of teaching evaluation, teachers can only use homework and examinations to assist and replace, and only a small number of teachers use online questionnaires to evaluate the teaching effect, or do not evaluate it. It is difficult to form a closed quality loop due to insufficient collection of procedural teaching evidence, low interaction between teachers and students, long feedback cycles of homework and test papers, or even no feedback, which further leads to the lag of teaching evaluation and the lack of accuracy of evaluation results.

Lack of Unified Norms, Each University Set Their Standards

To sum up, there is no unified teaching standard for remote ideological and political teaching in Chinese colleges and universities. In the aspect of setting teaching objectives, most colleges and universities generally stay in the stage of design without establishing a scientific and detailed teaching system. In terms of teaching quality, most colleges and universities do not consider the difficulties of students in the network and broadcasting equipment, and only use the form of live broadcasting, supplemented by recording and playback of the teaching means. In the choice of teaching platform, for the consideration of information security, universities have built their own information-based teaching and management platforms, but due to the poor interaction of the platforms, the role is very limited. At present, the implementation of remote online learning and the interaction and communication between teachers and students still rely heavily on third-party software platforms. As a result, platforms such as Tencent Classroom, Yu Classroom, MOOCs, Dingtuo, and Aicurriculum have severely

squeezed the use frequency of professional teaching platforms in colleges and universities, which makes it more difficult to implement the unification of China's remote online education platforms.

Reasons for the Dilemma of Remote Ideological and Political Education in China

The Remote Online Ideological and Political Courses were Hastily Opened During the Epidemic

In 2020, the outbreak of COVID-19 had a profound impact on education and teaching in China. To balance epidemic prevention and control with teaching progress, Chinese universities have started to use remote online learning mode in a short period without adequate preparation. The hastily launched remote online teaching course guarantees teaching progress, but the teaching quality is not satisfactory. Different universities have different remote online learning standards, and even different teachers in the same university use different remote online learning standards. In addition, most teachers try to use remote online education equipment for the first time, so there are a lot of problems such as debugging equipment during class, disconnection due to network problems, and teachers and students do not know how to communicate, which greatly compromises the teaching quality.

Teachers' Digital Competence is Uneven

The low digital ability of teachers is an important reason for the dilemma of remote online ideological and political education in China. On the one hand, there is no systematic top-level path design for teachers' digital transformation, and they can only rely on teachers' digital ability accumulation. However, due to the different ages and levels of teachers, the ability to use digital teaching resources and online teaching services is far from the requirements of "millennial" college students, and there is an obvious digital gap between teachers and students. Especially the teachers of ideological and political courses, are originally from social science and humanities backgrounds and are not proficient in the use of computers, which further leads to their lack of confidence in in-depth learning to improve their digital ability. On the other hand, even though teachers can realize the urgency of digital teaching transformation, they still act slowly under the pressure of their teaching and research. After all, teaching a remote online course does not become a teacher's annual performance review.

The Solution to the Dilemma of Remote Ideological and Political Teaching

Strengthen the Top-level Design, Guarantee, Supervision, and Evaluation of Remote Online Ideological and Political Education

At present, ideological and political education in Chinese remote online colleges and universities generally presents the situation of "big but not strong" and "many but not excellent". In terms of top-level design, education authorities should integrate the full digital power of "newspaper, network, terminal, micro and screen" to build a mobile remote online ideological and political education classroom. In addition, we should coordinate the layout and division of labor at the professional level, and strengthen the supervision of teaching design, optimization, implementation, and evaluation of remote online courses. In the aspect of teaching guarantee, it is necessary to build an intelligent bottom environment suitable for ideological and political education and create a scene-oriented ideological and political education scene, and focus on strengthening teachers' guidance in the aspects of education consciousness, objective design, content and method selection, teaching evaluation and digital technology operation. In the aspect of teaching supervision and evaluation, we should build a scientific and reasonable professional ideological and political teaching system and evaluation system guided by evaluation.

Open platforms should be established to realize the integration of interactive, innovative, and breakthrough courses, and teachers should be encouraged to develop cross-domain courses, integrate teaching resources, and make valuable educational resources centralized and shared.

Adopt Competitive Strategies to Link Teacher Performance

Competition is the booster of teaching development. The adoption of a teaching competition strategy can solve the problem of teachers' weak consciousness and enthusiasm in long-remote online ideological and political teaching, and establish a sharing platform of professional ideological and political teaching resources through the elimination of winners. At the same time, the achievement of long-remote online ideological and political teaching should be linked to teacher performance. The ideological and political personnel training program, curriculum system, teaching materials, research and exchange, and effect demonstration are taken as evaluation considerations, and the effect of ideological and political education is taken as an important standard for teachers to evaluate and reward.

Strengthen Teaching Exchanges between Teachers of Different Courses

Strengthening the communication and exchange between ideological and political course teachers and non-ideological and political course teachers can make good teaching ideas work in the same direction, give full play to joint efforts, share resources, and learn from each other. Through strengthening communication, non-ideological and political course teachers can give full play to their guiding role in goal design, content selection, teaching methods, and other aspects, and jointly promote students' all-round development from cognition to emotion to behavior. Especially for colleges and universities with weak ideological and political teachers, the remote online education level can be improved in a short time with less investment through teaching exchanges.

Integrate Artificial Intelligence to Improve Teaching Effectiveness

At present, the artificial intelligence technology represented by ChatGpt has reached the level of large-scale application. As shown in Figure 1, enlightening content generation, dialogue situation understanding, sequential task execution, and program language analysis all contribute to the transformation of remote ideological and political education. Therefore, the future remote online ideological and political education will no longer be a simple remote video teaching, but an AI-assisted "immersive" education.

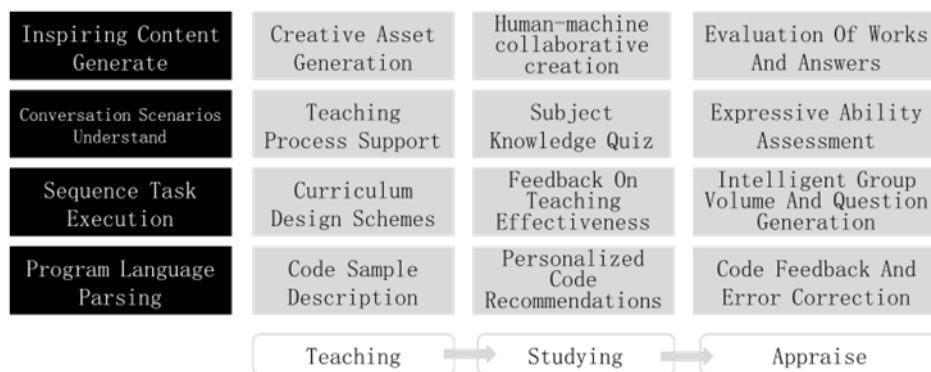


Figure 1. The role that AI technology can play in ideological and political education.

With the help of AI, both teachers, and students can automate time-consuming and tedious tasks such as record-keeping, homework grading, and multiple-choice test grading, regardless of geography or space. The chatbot answers students' frequently asked questions or personalized and individualized questions, and practices personalized lessons tailored to each student's goals and abilities. For example, in the process of carrying out "red culture education", VR technology and three-dimensional technology can be fully used based on the construction and application of AI technology to present the course content of red culture in the form of real experience, scene simulation, and online discussion activities, to fully mobilize students' enthusiasm for participation and guide students to systematically explore the course content.

Conclusion

Ideological and political education is one of the most characteristic educational disciplines in China's higher education system. It plays an irreplaceable role in cultivating students' moral concepts, legal consciousness, and humanistic feelings. Especially with the continuous advancement of China's educational modernization and the rapid development of AI technology, the importance of remote online education will become increasingly prominent. Therefore, based on the current predicament of remote online ideological and political education, with the help of the unified education concept and artificial intelligence technology, the constantly improved remote online ideological and political teaching method will play a far-reaching role in the talent training of Chinese universities.

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