The Application of Micro Courses in the Teaching of Ideological and Political Courses in Universities

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With the rapid development of information technology, micro courses, as a new teaching model, have gradually been widely applied in the teaching of ideological and political courses in universities. This article aims to explore the application and effectiveness of micro courses in ideological and political education in universities, analyze the characteristics and advantages of micro courses, as well as the problems existing in actual teaching, and propose corresponding countermeasures and suggestions. Through this study, it is expected to provide useful references for the reform and innovation of ideological and political education in universities.

Keywords: micro courses, college ideological and political courses, teaching application, teaching reform

Introduction

In the higher education system, ideological and political courses are the key to implementing moral education. With the rapid development of information technology and the continuous deepening of educational reform, traditional teaching models can no longer meet the needs of modern education. College ideological and political course teachers should have a correct understanding of the difficulties encountered in the current ideological and political course teaching process, and fully recognize the role of information technology and network technology in promoting classroom teaching. Micro courses, as a new type of teaching model, have gradually been widely applied in ideological and political education in universities due to their characteristics of being concise, targeted, and easy to spread. This study will focus on exploring the application of micro courses in the teaching of ideological and political courses in universities. This not only helps to promote the reform and innovation of ideological and political course teaching, improve teaching effectiveness, but also helps to cultivate students' comprehensive quality and self-learning ability.

The Definition and Characteristics of Micro Courses

Micro lessons refer to the entire process of exciting teaching and learning activities carried out by teachers around a certain knowledge point or teaching link in and outside the classroom, mainly recorded through videos. Micro lesson is an online video course resource designed and developed with micro teaching videos as the main carrier, targeting specific subject knowledge points (such as key points, difficulties, doubts, test points, etc.) or teaching stages, which is contextualized and supports multiple learning methods. The core component of micro lessons is classroom teaching videos (lesson examples), which also include auxiliary teaching resources related

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to the teaching theme, such as teaching design, material courseware, teaching reflection, practice testing and student feedback, teacher comments, etc. They jointly create a semi-structured and thematic resource unit application "small environment" through certain organizational relationships and presentation methods. Therefore, micro courses are not only different from traditional single resource teaching resources such as lesson examples, teaching courseware, teaching design, and teaching reflection, but also a new type of teaching resource inherited and developed on its basis.

Micro courses have the characteristics of being short, concise, targeted, easy to spread, and highly interactive, which can meet the personalized and diverse learning needs of students. Micro lessons have the characteristic of being taught by the host. In micro lessons, the host can appear on camera or explain through voiceover, making the teaching more vivid. Micro courses have streaming media playback capabilities, mainly presented in the form of videos, animations, etc., based on network streaming media playback, making it convenient for learners to learn anytime, anywhere. The teaching time of micro lessons is relatively short, and the duration of micro lessons is usually between 5-10 minutes, and the longest does not exceed 20 minutes. This short and concise form is easier to concentrate the learner's attention. The teaching content of micro courses is relatively limited. Micro courses mainly focus on explaining the knowledge or skills points of a certain subject, with concise content and prominent themes, making it easy for learners to quickly grasp. The resource capacity of micro courses is relatively small, and the total capacity of micro course videos and supporting auxiliary resources is generally around tens of megabytes. The video format must be a streaming media format that supports online playback, making it convenient for learners to watch online or download to mobile devices for mobile learning. Micro courses have exquisite teaching designs. Although micro courses are short in time, they also require complete and detailed information technology teaching design to ensure teaching quality (Chen & Li, 2019). Micro lessons have classic demonstration cases, and they usually focus on real, specific, and typical teaching and learning scenarios to enhance learners' interest and understanding. Micro courses are mainly focused on self-directed learning, which are courses for learners to learn independently. Learners can learn according to their own needs and time arrangements. Micro lesson production is simple and practical, with a variety of methods and equipment for micro lesson production. With practicality as the purpose, it is convenient for teachers to quickly produce high-quality micro lessons. Micro courses usually come with relevant materials, and they require exercises, resources, and evaluation methods to facilitate learners to self evaluate and consolidate their knowledge. These characteristics make micro lessons a flexible, efficient, and convenient teaching resource, which is increasingly favored by educators and learners.

The Application of Micro Courses in the Teaching of Ideological and Political Courses in Universities

At present, more and more universities are starting to apply micro courses in ideological and political education, mainly in the form of online teaching videos, teaching cases, special lectures, etc. The current application status of micro courses in ideological and political education shows the following characteristics: firstly, the popularity of micro courses is constantly increasing. With the rapid development of information technology and the promotion of educational reform, more and more universities are beginning to apply micro courses in ideological and political education. This new teaching model is gradually being recognized and widely adopted. Secondly, the forms of micro courses are becoming increasingly diverse. The application forms of micro courses in ideological and political education are becoming increasingly diverse. In addition to traditional online

teaching videos, it also includes various forms such as teaching cases, special lectures, and scenario simulations. These forms enrich the teaching content and enhance students' interest in learning. Once again, the teaching resources of micro courses are becoming increasingly abundant. With the continuous deepening of the application of micro courses in ideological and political education, related teaching resources are also becoming increasingly abundant, including high-quality teaching videos, teaching courseware, teaching design, and other resources, which provide strong support for micro course teaching in ideological and political education. Finally, the teaching effectiveness of micro courses is becoming increasingly significant. The application of micro courses in ideological and political education has achieved significant teaching results. Through micro course teaching, students can have a deeper understanding of the theoretical knowledge of ideological and political courses, and improve their political literacy and ideological consciousness. At the same time, micro course teaching can also stimulate students' interest and initiative in learning, and enhance learning effectiveness.

Micro courses can stimulate students' interest in learning and improve their learning efficiency (Xu & Yu, 2017). At the same time, micro courses can enrich teaching content, expand teaching resources, and improve teaching effectiveness. By using micro courses, students can not only improve their learning efficiency and grasp the key and difficult points of learning in a short period of time, but also actively explore the learning content, especially the questioning and exploration of individual problems, which has been fully exercised, all of which have improved the learning effect of ideological and political courses. Firstly, micro courses can enrich teaching content and form, enhance students' interest and participation in learning. Micro courses can cover a wide range of teaching content and forms, including special lectures, case studies, scenario simulations, etc. These rich contents and forms help to expand students' knowledge and deepen their understanding and recognition of ideological and political courses. Micro lessons use videos as the main carrier and can attract students' attention and stimulate their interest in learning through vivid, and interesting presentation methods. At the same time, the duration of micro courses is usually short, the content is concise, and it conforms to the habit of fragmented learning for students, which helps to improve their participation. Secondly, micro courses can promote interaction and communication between teachers and students, improve teaching effectiveness and quality. Micro course teaching can enhance communication and interaction between teachers and students through interactive activities such as online discussions and problem-solving. This kind of interaction not only helps students better understand and master the course content, but also enhances their learning experience and motivation. Micro courses are usually designed for a specific knowledge point or teaching theme, with strong targeting and practicality. Through micro course teaching, students can have a deeper understanding of the theoretical knowledge of ideological and political courses, and improve their political literacy and ideological consciousness. At the same time, micro course teaching can also stimulate students' interest and initiative in learning, enhance learning effectiveness, and improve teaching quality. Finally, micro lessons can facilitate students to learn and consolidate knowledge independently: micro lessons have a small resource capacity and convenient online playback function, making it convenient for students to learn and consolidate knowledge independently anytime and anywhere. The short and concise nature of micro courses also meets the needs of fragmented learning for students, helping them to efficiently learn and master course content in a short period of time.

In summary, micro courses have significant advantages in the teaching of ideological and political courses, which can enhance students' interest and participation in learning, enrich teaching content and forms, improve teaching effectiveness and quality, promote teacher-student interaction and communication, and facilitate students to learn independently and consolidate knowledge.

In the context of the micro era, micro lesson teaching effectively combines traditional classroom teaching with online video teaching, which meets the learning needs of contemporary college students and is increasingly attracting the attention of teachers and students. Although micro courses have many advantages in ideological and political education, there are also some problems and challenges. For example, some micro courses have low quality production, improper selection of teaching content, and insufficient interaction between teachers and students. These issues have to some extent affected the application effect of micro courses in ideological and political education teaching (Guo, 2016). Therefore, it is necessary to further strengthen the technical training of micro course production, improve the information technology application level of teachers, optimize the selection of teaching content, strengthen teacher-student interaction, etc., in order to promote the in-depth application of micro courses in ideological and political education.

The problems that micro courses face in ideological and political education mainly include the following aspects. Firstly, the level of micro course production varies, and some micro course teaching content is even improperly selected. Due to the low level of computer application by some teachers, the quality of micro lesson production is not high, and problems such as unclear video images, poor sound quality, and unsmooth editing often occur. This not only affects the learning experience of students, but also reduces the teaching effectiveness of micro courses. Some micro courses excessively pursue hot topics and freshness in content selection, neglecting the essence and teaching objectives of ideological and political courses, resulting in teaching content deviating from the theme and making it difficult to achieve the expected teaching effect. Secondly, there is a lack of unified production standards for micro courses, resulting in insufficient teacher-student interaction in some micro courses. At present, there is no unified production standard and specification for micro courses, resulting in uneven quality of micro courses (Li, 2017). This not only affects the learning experience of students, but also brings difficulties to the production of teachers. Micro course teaching is usually presented in the form of videos, lacking face-to-face communication and interaction. If teachers do not fully consider this when designing micro lessons, it will lead to insufficient teacher-student interaction and affect the learning effectiveness of students. Finally, some teachers have misconceptions about micro lessons. Some teachers believe that micro lessons are simply recording classroom content, lacking in-depth understanding and exploration of micro lessons. This cognitive misconception can lead to poor teaching effectiveness of micro courses, making it difficult to play its due role.

The Application Strategy of Micro Courses in the Teaching of Ideological and Political Courses in Universities

The application of micro lesson teaching mode requires the active participation of ideological and political course teachers in the learning and training process of micro lesson teaching mode, actively approaching new teaching methods, learning the favorable factors in micro lesson mode, and integrating them into the current ideological and political course teaching process; On the other hand, ideological and political course teachers in universities should also, based on the inherent characteristics and teaching requirements of ideological and political courses, grasp the scale when introducing micro course models, and explore the enthusiasm of micro course models as much as possible. At the same time, they should also avoid the negative impact that micro courses may bring. The application strategies of micro courses in ideological and political education in universities can be considered from the following aspects.

Firstly, prepare and design for micro lessons: Before creating micro lessons, teachers should conduct in-depth research and analysis of the course content, determine the theme and goals of the micro lessons. At the

same time, it is necessary to consider the needs and characteristics of students, choose appropriate presentation methods and means, and ensure that the micro course content can arouse students' interest and help them understand and master the course content.

Secondly, pay attention to the interactivity of micro courses: Micro course teaching should focus on interaction and communication with students. Teachers can guide students to actively participate in micro lesson learning and thinking by setting questions, discussion sessions, and other methods. At the same time, students can also enhance their learning experience and sense of achievement through online Q&A, student work display, and other methods.

Thirdly, combine traditional teaching methods for micro lesson teaching: Micro lesson teaching cannot completely replace traditional teaching methods, but should be combined with them to form complementary advantages. For example, theoretical knowledge can be explained in the classroom, and then micro lessons can be used to supplement and expand relevant content, helping students better understand and master the course content.

Fourthly, strengthen the evaluation and feedback of micro lessons: After micro lesson teaching, teachers should timely collect student feedback and evaluations, and evaluate and summarize the effectiveness of micro lessons. Based on the evaluation results, micro courses can be improved and optimized to enhance their quality and effectiveness.

Fifth, provide multiple learning resources and methods: In addition to the micro course videos themselves, teachers can also provide other related learning resources and methods, such as teaching courseware, learning materials, online tests, etc. These resources and learning methods can help students better understand and master the course content, and improve learning outcomes.

In summary, the application strategy of micro courses in ideological and political education in universities needs to focus on early preparation and design, interactivity, integration with traditional teaching models, evaluation and feedback, as well as providing various learning resources and methods. Only by fully preparing and implementing in these aspects can we ensure that micro courses play their maximum role in the teaching of ideological and political courses in universities, and improve teaching effectiveness and quality.

Conclusion

The application of micro courses in ideological and political education in universities has broad prospects and important significance. By optimizing the production of micro courses, improving the quality of teaching content, and strengthening teacher-student interaction, we can further promote the in-depth application of micro courses in ideological and political education, and enhance the teaching effectiveness and quality of ideological and political education.

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