

# Research on the Dilemma and Countermeasures of MOOC in the Teaching of Ideological and Political Theory Courses in Universities

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**Abstract:** Ideological and political courses are taught through the MOOC platform, which is a form of curriculum for spreading socialist ideology. On the basis of clarifying the research background, this article actively explores the teaching reform of ideological and political theory courses in universities, proposes the difficulties in the construction of ideological and political courses, analyzes the research significance, and proposes construction ideas and countermeasures to enhance the effectiveness of ideological and political course teaching. With the emergence of new online media, the authoritative position of teachers in ideological and political education is increasingly weakening, which has impacted the effectiveness of ideological and political education in universities. Through the application of MOOC in Mao Zedong's curriculum teaching, ideological and political courses are no longer rigid and uninteresting, helping students better understand the sinicization of Marxism, promoting ideological and political education from theory to practice, expanding students' understanding of ideological and political education, and integrating from narrow ideological and political understanding to "great ideological and political" education. By using MOOC courses to assist ideological and political practice classes, an innovative teaching model of ideological and political practice courses that can be promoted is formed, providing new ideas for the reform of ideological and political practice courses.

**Keywords:** MOOC; College Ideological and Political Courses; Teaching application

## 1. Introduction

MOOC originated from open courses based on the Internet and originated in American universities. In November 2011, Coursera, the world's first MOOC platform, was established; In 2012, MOOC was officially promoted globally. After entering 2013, the quality of MOOC platform also significantly improved, and the operating model of MOOC platform became increasingly mature. MOOC credits began to be recognized in the United States and Europe, providing learners with a new educational opportunity and learning experience. MOOC's global development gradually began to be incorporated into the formal higher education system, And it quickly has an impact on the Chinese education industry, especially the higher education industry. Naturally, it also quickly affected the ideological and political theory courses that occupy a special position in China's higher education. In 2014, the first ideological and political course in China, MOOC, was launched; As of the first half of 2017, many universities in various regions have produced and launched different ideological and political courses.

The research on MOOC in foreign countries is earlier than in China, and the research is more mature compared to China. Internationally, some MOOCs have entered the stage of online master's degree education and enterprise training education, with a clear trend towards online knowledge dissemination. China announced at the 2019 MOOCs Conference that MOOCs have entered a stage of transformation and improvement from quantity to quality.

As a new phenomenon in the field of higher education, the emergence and development of MOOCs have always been accompanied by controversy and contradictions, and the attitudes of researchers towards them are also inconsistent from the research results. Some scholars believe that the development of MOOC has greatly promoted the development of higher education. Due to the use of internet technology, higher education can enjoy equal educational resources worldwide. There are also some skeptical scholars who believe that the construction of MOOC may bring certain disasters to

higher education. They believe that MOOC lacks face-to-face communication with students, unable to intuitively obtain their perceptions, and unable to truly understand the course content.

Regardless of the development prospects of MOOC, it is undeniable that MOOC has broken through the single boundary of teaching reform and has had a profound impact on the overall layout and resource allocation of higher education, talent cultivation, teaching management, social services, and even scientific research.[1]

## **2. Organization of the Text**

### ***2.1 Necessity Analysis of MOOC Development***

Since its inception, MOOC has been regarded as a breakthrough in the field of higher education, and has been sought after by most people due to its low learning costs, equal learning opportunities, high learning freedom, strong individuality, and sustainable lifelong development. MOOC has provided new opportunities for restructuring the online landscape of higher education, achieving innovation in knowledge production, transmission, and application to a certain extent, and enhancing the flow, sharing, and dissemination of knowledge. By combining "MOOCs" with ideological and political courses through science and technology, the classroom is no longer limited by time and space, and students can learn anytime and anywhere. Through a series of testing methods, the efficiency and effectiveness of learning can be guaranteed. [2] MOOC was introduced to China, and people experienced a ups and downs process of passionate pursuit, rational questioning, and calm thinking towards Mu Ke. People have also gained a comprehensive and clear understanding of the impact of MOOCs on higher education. The vast majority of scholars hold a positive and positive attitude towards the rapid development of MOOC, as they believe that the development of MOOC can promote the development of higher education in China. On the one hand, it can promote the improvement of teaching effectiveness and quality in universities, and on the other hand, it can also promote effective changes in the academic system of universities.

The absence of ideological and political theory courses in foreign university teaching does not mean that they do not have similar links. For example, the United States offers courses on American history, citizenship and law, and professional ethics in universities, while the United Kingdom and France provide civic ethics education. Japan's national system, individuality, and collectivism education, as well as South Korea's moral democracy, citizenship and national unity education, are all permeated with rich ideological and political education ideas. The offering of these courses, whether in terms of educational content or educational objectives, is in line with the concept of ideological and political theory courses in China.

#### ***2.1.1 It is conducive to promoting the reform of ideological and political education in universities.***

With the vigorous development of "Internet plus", emerging electronic products such as smart phones and tablets have become the main channels for post-95 and post-00 college students to obtain information. Ideological and political education should also keep up with the times, expand and innovate educational channels extensively. Deeply studying the construction of ideological and political education courses is beneficial for accelerating the path exploration of ideological and political education teaching reform, and providing new development directions for innovative ideological and political education teaching models.

#### ***2.1.2 It is conducive to enriching the teaching mode of ideological and political courses in universities.***

As the main body of self-education, students have subjective initiative, especially contemporary college students, who have a strong desire for self-learning and are able to accumulate knowledge and engage in self-learning and education through the process of receiving multiple sources of information. In the process of using MOOCs for learning, they can fully exert their initiative and go beyond traditional teaching methods where teachers simply "cram" education. Learners actively participate in the selection and withdrawal of MOOC courses. The introduction of "Mu Ke" into ideological and political theory courses in universities can "meet individual needs, enhance students' subjectivity; optimize teaching processes, break traditional teaching structures; leverage advantageous resources, pay attention to educational interaction and resource openness". [3] During the learning process, the video creates a virtual "one-on-one teaching" scene between teachers and students, where students can pause the video, watch the video repeatedly, and actively build their own learning rhythm.

***2.1.3 Conducting research on the construction of ideological and political courses in universities is beneficial for mobilizing students' autonomy and enriching the teaching mode of ideological and political courses in universities.***

Learners can choose their preferred discussion methods and tools, communicate with other learners, teaching assistants, and teachers online, raise questions or answer others' questions, etc; Learners can download or upload relevant learning materials to supplement their learning content. These methods provide learners with opportunities to participate in learning, allowing truly motivated audiences to experience communication with course knowledge, others, or teachers throughout the learning process.

***2.2 Difficulties in developing MOOCs***

Behind the trend of MOOCs, some scholars have also taken a more critical view of MOOCs, pointing out that MOOCs cannot subvert ordinary higher education, and cannot blindly promote MOOCs. They advocate that educators should develop MOOCs based on China's unique national conditions. While recognizing the positive impact of MOOCs in ideological and political education, it is also necessary to objectively recognize the potential risks and difficulties that MOOCs bring to ideological and political education.

***2.2.1 Since its development, MOOC has developed distinct characteristics of networking and course resource sharing, which are free, open, and shared.***

It has made important explorations in course organization, online promotion, and online learning support services, and has received positive evaluations in global public opinion from various aspects such as knowledge sharing, knowledge sharing and dissemination, and humanitarian values, This has laid an exploration path and public opinion demand for the emergence and development of MOOC.

But these open resources of higher education from the West inevitably carry the risk of ideological infiltration, which can easily weaken the effectiveness of ideological education. If MOOCs are introduced into ideological and political courses, it may lead to more serious homogenization and more obvious formalization of the curriculum, leading to a lack of teaching diversity and local exploration.

***2.2.2 Due to the emergence of MOOC, the uncertainty of the teaching team and the varying levels of teaching abilities among teachers may also bring some unpredictable risks.***

The awareness of the construction and use of MOOCs needs to be improved. MOOCs require university teachers to constantly update their educational concepts, change their original evaluation methods and concepts, which has led to some teachers finding it difficult to accept MOOCs and becoming less willing to engage in MOOCs construction. At the same time, with the deepening of MOOC education and teaching, the teacher's classroom subject status gradually decreases and gradually transforms into a participant in the classroom. Although it has to some extent reduced the rigid requirements for the teaching ability level of teachers, such as blackboard teaching, due to the diversification of student groups and the increasing complexity of cognitive factors, teachers have to improve their comprehensive teaching quality, which greatly increases the burden of lesson preparation for teachers.

***2.2.3 As an audience, students have low participation in linear knowledge dissemination, and their learning content mainly relies on the teacher's teaching in the classroom, lacking resources and environment for direct and active learning.***

Students achieve knowledge learning through content and directly promote the creation and development of knowledge content; Indirect interaction is formed through online messages and other forms; To some extent, it affects the environmental conditions for direct interaction with teachers. By using modern information technology to send course information to students, they can obtain information on their personal mobile terminals and choose the appropriate time for learning. [4] At the same time, due to the relatively fixed long-term cognition of elective courses within the student group, different batches of teaching levels often have a relatively unified understanding of the study of ideological and political theory courses such as Mao Zedong, which is simply a hard requirement to obtain credits or complete the teaching outline, and students' classroom status is mostly lax.

***2.2.4 The construction of MOOC has put forward higher requirements for teachers' comprehensive qualities such as integration and control ability.***

Both teachers and students participate in the process of knowledge dissemination through the internet. Therefore, the large scale of students and unorganized learning behavior, as well as the

indirect evolution and reorganization of knowledge, have had an impact on the knowledge selection and organization of teachers as a single subject. Due to the shift in the central position of teachers in MOOC teaching, their direct power has been weakened. Faced with large-scale anonymous and diverse needs of students, managing people has become particularly complex and difficult. The future development direction of education will be a hybrid teaching that combines MOOCs with offline courses. The future improvement direction of hybrid teaching lies in the integration of teaching content and innovation of teaching methods. The launch of a MOOC course often involves the decomposition, reconstruction, and organization of professional knowledge by a larger team, even though it is taught by a professor, teaching assistant, and guest professor. This also increases the difficulty of promoting the construction of MOOC courses.

### ***2.3 The ideas and strategies for developing MOOCs in the curriculum***

Although it has always been in controversy and contradiction, the development of MOOC has not stopped. The proactive layout and planning of various universities have gradually strengthened the systematic nature of MOOC. In the face of the development trend of MOOC, it is necessary to think clearly about a series of related overall issues such as "What is MOOC?", "Why should MOOC be done?", and "How should MOOC be done."

#### ***2.3.1 How to utilize modern network information technology to develop and transform traditional classroom teaching online through the MOOCO platform mainly involves technical issues.***

The production of MOOC requires a proficient mastery of video technology. MOOC videos are short in duration and should not only be consistent with the course content, but also be adept at utilizing the characteristics of the media. Different teaching materials should be interspersed in the videos to encourage learners to be highly focused and maintain interest. At the same time, the massive learning scale of MOOC, MOOC testing, homework, and MOOC learner interaction and communication all have certain technical requirements for the storage and interaction of MOOC platform. Based on the development of information technology and the construction of media platforms, MOOCs can be carried out with conditions. Teachers process and select specialized knowledge, disseminate knowledge through online means, and use some network functions such as video and interaction, but the internet still exists as a medium of communication.

Previous learning theories were established during periods of low technological content, and the learning process based on this will be replaced or supported by technology. The development of technology will change our minds, and the tools we use will also change our thinking. The learning of MOOC must be online, and facing virtual online users, MOOC design and production cannot be faced with traditional thinking methods. In MOOC learning, although there are also offline assignments and practical sessions, online is the main organizational form of the learning process. Learners can register online, watch course videos online, take intermediate tests online, submit assignments online, and evaluate assignments with others. They can discuss courses online, download or upload learning resources, and participate in exams online, all of which rely on technical support.

#### ***2.3.2 How to combine existing excellent resources on the internet with local characteristic resources. It not only highlights its own characteristics, but also leverages the advantages of others to avoid repeated waste of resources.***

In the development of MOOC content, it is necessary to fully explore the combination of local characteristic resources and teaching content. For example, when teaching the special topic of "New Democratic Revolution Theory", it can be combined with the revolutionary culture of Fuliang; When teaching the "Theory of Socialist Transformation", it can be combined with the cultivation spirit of Hetang Township in Nianyu Town; When teaching the content of the chapter "Scientific Outlook on Development", one can combine the development situation of Tao Xichuan, etc. In the production of each short video segment of MOOC, the content of the textbook is combined with the characteristics of local resources, considering the rationality of course content density and the tightness of plot connection, and even the use of film and television production techniques. Corresponding local resource materials, including documentaries, film and television works, are inserted into each MOOC unit to stimulate learners' interest in constantly watching.

#### ***2.3.3 How to explore the popular topics in chapter content and form MOOCO special topics is the most core issue to avoid duplication with traditional classroom teaching.***

In the era of traditional media, higher education is mainly limited to the classroom, and teaching has

become the main way of knowledge dissemination. The dissemination mode is relatively single, mainly from top to bottom, one-way communication from teachers to students. The transformative innovation of MOOC is not only limited to formal changes, but more importantly, the professional knowledge system is divided into independent knowledge units through short videos, which form the knowledge structure of the system. Based on the latest textbook (2023 version) of "Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics" (hereinafter referred to as "Mao Zedong Overview"), identify the problem chain and set up teaching topics. Generally, one chapter corresponds to one topic, and a total of 8 topics are arranged to search for relevant information, integrating and utilizing existing high-quality resources. In this way, the unit division of knowledge structure enables the refinement of knowledge content, forming a fragmented interpretation and reconstruction of the knowledge system as a whole. It conforms to the technical characteristics and user experience of internet learning in form, and realizes the unit value of knowledge itself in content, separating knowledge content from the vast knowledge system, forming the possibility of independent flat dissemination and precise dissemination.

***2.3.4 Enhance teachers' professional literacy. In MOOC courses, teachers' personal charm and value dissemination are more important, and they are one of the important factors for learners to recommend courses.***

As the main body of communication, teachers have an absolute advantage in indirectly interacting with students through teaching and management activities, which directly determines the decomposition and creation of teaching content and the presentation of knowledge. Through personal mastery, selection, shaping, and organization of knowledge, teachers form a knowledge system as the communication content; It determines the use of communication media and, with the help of the MOOCO platform function, dominates the feedback mode to achieve teaching organization and guidance, which has an impact on the effectiveness of communication. Currently, the overall quality of the teaching staff is not optimistic and has not yet met the corresponding ability requirements. Teachers of ideological and political courses in universities should strengthen the study of textbooks, study teaching methods, and enhance the training of classroom practical abilities.

In MOOC teaching, teachers should face a virtual student group, gradually decompose and refine the course knowledge content, form a knowledge chain, grasp the knowledge relationship, and clarify the knowledge structure. In the process of knowledge dissemination, the design of the front-end knowledge foundation, the division of knowledge points, the connection of knowledge links, knowledge assessment, knowledge development, and final assessment will all reflect teachers' judgment and selection of knowledge materials, and have a guiding impact on learners. MOOC "is a" fully utilizing the analytical techniques of cloud computing, artificial intelligence, and big data to completely deconstruct the traditional teacher centered teaching model, truly achieving a student-centered approach"<sup>[5]</sup>. To establish the dominant position of students in learning, gradually change the teacher centered knowledge imparting teaching method, and respect the teaching process of students' individuality, autonomous learning, and open principles.

### **3. Summary**

As a new type of knowledge dissemination method relying on the internet, MOOC naturally has the advantages of network ontology, but also inevitably bears a series of risks brought by the internet itself. Overall, China's MOOC platform has begun to take shape and has made active attempts to localize services. However, MOOC platform uses computer networks as its basic technology carrier and has high requirements for internet infrastructure. At present, China's internet infrastructure is slightly weak compared to developed countries, especially in terms of bandwidth usage costs and speed, which still need to be significantly improved.

The emergence of MOOC has changed the traditional mode of knowledge dissemination in higher education, and some universities have made various efforts in the integration and development of traditional classrooms and MOOC teaching. On the one hand, Mu Ke's short videos form relatively independent knowledge points, utilizing fragmented time to accumulate knowledge and improve oneself, which has also become a lifestyle advocated by learners. Future MOOC learners not only have self dominated choices in their studies, but also will be more adaptable to the autonomous changes in the social work environment. Learners' self-directed learning plays an important and positive role in the learning process. In MOOC learning, learners' self-directed learning ability is comprehensively enhanced, and learners who persist in completing course learning can improve their self-directed learning.

On the other hand, for many university teachers, they are still unfamiliar. Teachers are full of doubts about whether MOOC is useful and whether they are capable of MOOC. The pressure of evaluation and feedback even surpasses the difficulties of MOOC knowledge dissemination itself. Although most of the current MOOC learning is spontaneous and unrelated to interests, and learners' motivation to cheat is not strong, the integration of MOOC development with traditional higher education will inevitably promote credit recognition and even future linkage with degrees. Under this incentive of interests, learners' self norms and institutional norms, as well as technological control, need to act simultaneously to ensure the true effectiveness of open learning.

In short, in the face of the rapid development of educational informatization and the distinct characteristics of college students in the new era, innovative teaching methods for ideological and political courses are an inevitable choice to adapt to social changes and development. Practice has proven that the project-based blended teaching method of MOOC integrates online and offline teaching activities through information technology carriers, expanding teaching space, arousing students' subjective consciousness, enhancing students' learning initiative, and effectively achieving teaching results.

### **Acknowledgements**

This article is the research result of the key project of the 2023 Ideological and Political Special Project of Jingdezhen Ceramic University, "Application Research of MOOC in the Teaching of the Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics".

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