

# An analysis on the optimization path of blended learning of ideological and political courses in colleges and universities

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**Abstract:** The development of modern information technology has brought new opportunities for the blended teaching reform of ideological and political courses in colleges and universities, that is, to promote the function of the teaching platform to become intelligent, to create a two-way interactive teaching "learning community" and to realize the accuracy of the teaching effect evaluation of ideological and political courses in colleges and universities. At the same time, the blended teaching mode of ideological and political courses in colleges and universities faces practical difficulties such as insufficient integration of 5G technology in the field of ideological and political courses, the corresponding organization and management mechanism to be improved, and the interaction between ideological and political courses teachers and students to be strengthened. Therefore, it is necessary to optimize the blended teaching of ideological and political courses in colleges and universities from the following aspects: the deep integration of "5G+VR" technology and the blended teaching of ideological and political courses, the improvement of the organization and management mechanism with the diversified teaching evaluation system, and the joint promotion of interactive teaching and platform construction.

**Keywords:** colleges and universities; Ideological and political courses; blended learning; 5G

## 1. Introduction

Blended teaching is a teaching mode which combines the advantages of network teaching and traditional classroom teaching and adopts various education forms and learning methods to cultivate students' autonomous learning ability. Ideological and political course is the basic course of "cultivating morality and cultivating people" in colleges and universities. It should not only teach Marxist theories, but also pay more attention to the cultivation of students' ability and value to observe and analyze practical problems by using Marxist viewpoints, methods and positions. The teaching quality of ideological and political courses is related to "who is cultivated and for whom" [1]. Conforming to the trend of educational reform driven by the development of information technology, following the uniqueness of ideological and political course teaching rules, exploring the teaching mode reform and method innovation of ideological and political course based on blended learning will enhance the attractiveness of ideological and political course in colleges and universities and improve the teaching effect. It has important practical significance.

## 2. Connotation and characteristics of blended teaching

### 2.1 Connotation of blended teaching

In the early 20th century, blended teaching was first applied and studied in American training institutions. Graham C R pointed out that blended teaching refers to the combination of traditional classroom teaching and digital teaching in a certain proportion through technology. Yen J C proposed a new model of student-centered teaching that promotes the interaction between students and other teaching subjects as hybrid teaching. Wasoh F believes that blended teaching is a student-centered learning experience that combines network technology, multimedia technology and mobile communication technology. Chinese Professor He Kekang believes that it is a teaching mode that combines digital and traditional teaching advantages into classroom teaching and increases students' desire to learn. As the name implies, blended teaching is a teaching method that integrates the advantages of traditional classroom teaching (offline teaching) with information technology and

Internet resources (online teaching), and realizes the integration, coordination and mutual promotion of online and offline teaching by means of rich teaching resources, multi-element teaching means and whole-course assessment system. This teaching mode is not the simple superposition of online teaching and offline teaching, but the single "teaching" upgrade to the organic integration of "teaching" and "learning", learning output oriented, to achieve the teaching effect of  $1+1>2$ . In the blended teaching mode, online teaching is not the prelude to teaching, but the teaching process, offline teaching is not the question of teaching, but the expansion and extension of online teaching, online teaching and offline teaching constitute a complete teaching process, is the two necessary links in the teaching process. To carry out blended teaching mode is to make good use of online resources, construct interesting offline teaching, highlight the leading role of teachers, reflect the main role of students, and strive to optimize and integrate. In this way, every link of classroom teaching has undergone quantitative and qualitative changes, which not only changes the field of teaching activities, but also expands the time and space of classroom teaching.

## ***2.2 Characteristics of blended teaching***

First, the teacher-oriented, student-oriented teaching concept. The blended teaching model is no longer a one-way street of "teachers speak for themselves", but divides the classroom into two, becoming a two-way street of teacher-led and student-dominated. The teaching task of teachers lies not only in "teaching", but also in guiding students "learning", so as to promote the positive interaction between "teaching" and "learning". In online classes, teachers are the developers, builders and publishers of teaching resources. They upload different course objectives, course content, micro-videos, teaching courseware, PPT and test questions to the network platform, guide students to learn independently, and grasp students' learning status, learning progress and learning effect at any time according to the statistical data of the learning platform. Students are the main body of online learning. They complete learning tasks such as learning, research, question-answering, discussion and testing according to the requirements issued by teachers, and carry out communication and discussion on some personalized problems in school. In offline classroom, teachers are the organizers, designers and monitors of teaching activities, and play the role of directors. They guide students to interact with knowledge by case, discussion, inquiry, collaboration, comment and other methods, and carry out the whole process of classroom management of "guidance, learning, answer, interpretation and test". As the main body of offline learning, students play the role of actors. They actively participate in the teaching activities organized by teachers, such as answering questions, discussing cases, and testing knowledge, so as to deepen the effect of online learning.

Second, diversified teaching methods. blended learning model is a classroom revolution driven by "Internet Plus" education. "Internet Plus" education is not simply online instead of offline, but a deep integration of classroom teaching and information technology. Make full use of AI, big data, man-machine interaction, cloud computing, database and virtual simulation technology and by using the wisdom Intelligent terminal like Moodle, Blackbaord, Rain classroom to integrate teaching materials, enable students to receive education in a collaborative environment online.

Third, the evaluation of the whole process. The blended learning mode adopts face recognition, big data and other information technology, which can accurately record every link of students' learning. According to the statistical results of the data, teachers objectively evaluate the number of students' participation in thematic discussions, the number of courseware browsing, the duration of watching teaching videos and the completion of homework, so as to quantify students' learning situation and learning effect and form a process evaluation. On this basis, the assessment method combining random detection and final detection is adopted to form the assessment method of the whole process. Instead of the traditional outcome evaluation of teaching, the comprehensive evaluation system of process evaluation and outcome evaluation is built to realize the dual guarantee of learning process and learning result.

## **3. The significance of blended teaching of ideological and political courses in colleges and universities**

### ***3.1 Conducive to overcome the defects of traditional ideological and political teaching***

Traditional teaching of ideological and political courses in colleges and universities is mainly composed of classroom teaching and practical teaching, and the classroom teaching is mainly

manifested by theoretical explanation. With the rise of the Internet, the defects of traditional ideological and political teaching are more and more obvious. There are certain limitations in teaching mode, teachers, evaluation mechanism and other aspects. The blended teaching model, which combines online and offline, helps to improve these undesirable conditions. First of all, it is conducive to building a relatively "equal" communication relationship. By building an online communication platform, QQ group, wechat group, discussion area and other ways can be used to relieve students' tension, form a situation of equal dialogue between teachers and students, and more effectively exchange ideas, discover problems, and solve problems. Secondly, it is helpful to expand the presentation space of teaching content knowledge. In the blended teaching model, teachers can present knowledge through online and offline approaches, so as to obtain greater choice space and improve pertinence and effectiveness. Thirdly, it is helpful for teachers to choose teaching methods more calmly. In the blended teaching mode, teachers can choose teaching methods more leisurely and improve the attractiveness of classroom teaching. For example, on-site online cloud visits can be temporarily adopted in classroom teaching to realize synchronous visits to the revolutionary Museum and improve students' interest in learning. Finally, it is helpful to strengthen teachers' monitoring and evaluation of teaching process and effect. In blended teaching mode, online teaching can realize real-time and effective monitoring of students' learning process and effect through browsing records, learning time, activity participation, homework completion and other ways. In offline classroom teaching, students' learning status can be monitored through online answers, tests and other ways.

### ***3.2 Conducive to promote the modern information technology to better integrate with the traditional advantages of ideological and political teaching***

The continuous development of modern information technology has had a profound impact on the way people learn, communicate and work. In this context, the combination of modern information technology and education, represented by MOOCs, has gradually developed, and objectively promoted the effective transmission of knowledge. However, pure online teaching has its drawbacks, which are especially evident in ideological and political courses. For example, it reduces the contact and understanding between ideological and political teachers and students to varying degrees, resulting in alienation and strangeness between ideological and political teachers and college students, which affects the quality and level of ideological and political talents training. [2] Ideological and political courses in colleges and universities should complete the shaping of students' world outlook, outlook on life and values, interact with students timely and effectively in the teaching process, and understand and answer students' puzzles timely. These deep teaching tasks are often difficult to complete in pure online teaching. Blended teaching mode combines offline classroom teaching with online teaching to realize complementary advantages. While ensuring teaching quality, it objectively expands the effective teaching time and space of ideological and political courses, improves teachers' education time for students, and promotes the integration of modern information technology and ideological and political courses.

### ***3.3 Conducive to improve the attractiveness and classroom participation of ideological and political courses in colleges and universities***

#### ***3.3.1 Enhance the appeal of ideological and political courses***

Teachers of ideological and political courses in colleges and universities can provide students with more colorful learning resources and meet the learning requirements of different students through classrooms, we-media platforms and course learning websites. Take the teaching of philosophy part of "Ideology, Morality and rule of law" as an example, teachers can make diversified teaching resources including text, pictures, videos, cases, etc. Students can get familiar with the teaching content through online browsing knowledge, watching videos or movies, learning about the deeds of heroes and other forms. In classroom teaching, teachers can focus more on students' confusion, key and difficult points, improve the pertinence of teaching, and generally enhance the attractiveness of ideological and political courses.

#### ***3.3.2 Improve student participation in class***

The low level of classroom participation has always been a difficult problem in ideological and political teaching. [3] Blended teaching helps improve students' participation in class. Firstly, students should be guided to participate in teaching through scientific design. For example, online teaching takes the number and effect of students' participation in teaching activities as an important basis for

teaching evaluation to stimulate students' enthusiasm to participate in teaching in time. Secondly, students are attracted to the teaching through interesting arrangements. For example, in the classroom teaching of the rule of law section of "Ideology, Morality and Rule of Law", the teacher transforms the content to be taught into questions by elaborately designing cases, and guides students to participate in the teaching through on-site answers or online submission of answers, so as to understand the essence of the teaching content in the process of solving problems.

#### **4. The optimization path of blended teaching of ideological and political courses in colleges and universities**

##### ***4.1 Realize the deep integration of "5G+VR" technology and blended teaching of ideological and political courses***

"5G+VR" enables the practical teaching of ideological and political courses to expand the practical teaching field of ideological and political courses, innovate the practical teaching form of ideological and political courses, and improve the practical teaching effect of ideological and political courses. The application and development of 5G technology provides technical support for VR to build immersive virtual teaching, and the deep integration of ideological and political teaching and "5G+VR" technology needs to start from three aspects: the induction training of ideological and political teachers, the improvement of teachers' technical level, and the optimization of VR teaching field resources. First of all, teachers are the key force for the implementation of the education digitalization strategy and the blended teaching of ideological and political courses facilitated by "5G+VR" technology. Colleges and universities should do a good job in digital technology training for new teachers of ideological and political courses, and guide them to better integrate ideological and political courses with digital teaching. At the same time, colleges and universities should take measures such as school (department) pairing, new and old teachers to encourage some teachers out of the "comfort zone", and actively promote the establishment of "5G+VR" ideological and political course curriculum system. Secondly, to improve the ideological and political teachers' operating ability of using VR equipment, provide them with a new teaching method, enrich the content of classroom teaching and expand students' vision. Finally, a VR teaching resource base matching the ideological and political teaching system should be established. Through the construction of "VR Five History Museum", the Party history, the new China history, the history of reform and opening up, the development history of socialism, and the development history of the Chinese nation are organically integrated into the teaching of ideological and political courses, so that teachers and students can feel the glorious achievements made by the Party under the leadership of the people in the process of revolution, construction, reform and opening up, and enhance the affinity and profundity of the blended learning of ideological and political courses.

##### ***4.2 Improve the organization and management mechanism with diversified teaching evaluation system***

Constructing a diversified teaching evaluation system is an important way to promote the effective development of the online and offline blended learning mode of ideological and political courses in colleges and universities. The teaching evaluation mechanism of ideological and political courses in colleges and universities should be innovated, and specific indicators should be formulated to link online and offline teaching, so as to encourage the teachers of ideological and political courses in colleges and universities to promote the ideological and political teaching reform with blended learning mode. The strategy of emphasizing process, leaving traces and encouraging is adopted in teaching evaluation. Combined with the problems reflected by teachers and students in the learning process, a more scientific teaching evaluation system should be continuously constructed, and teaching evaluation should be taken as the driving force to promote the development of online and offline blended learning of ideological and political courses.

##### ***4.3 Promote interactive teaching and platform construction***

On the one hand, promote the interactive teaching in ideological and political teaching of the use of strategies. The essence of online and offline hybrid teaching in the era of "Internet +" is to create a truly highly involved and personalized learning experience for students. With the development of information technology, the goal of the hybrid teaching mode of ideological and political courses in

colleges and universities is to integrate modern information technologies such as mobile terminals and the Internet with traditional classroom learning activities, so as to provide students with a distinctive and diverse learning environment, and according to the design of the course objectives of ideological and political courses in colleges and universities and the increasingly diverse demands of teachers and students, design flexible and appropriate teaching model and learning support system, so as to bring personalized and targeted learning experience for students, significantly improve their learning effect. Various forms of training activities, such as special training, online teaching and expert lectures, are carried out for teachers to improve their understanding of the application and development prospects of artificial intelligence, virtual reality, 8K high-definition video and other technologies in the teaching of ideological and political courses in colleges and universities, establish advanced teaching concepts, and thus lay a cognitive foundation for adapting to the trend of The Times and promoting teaching reform. On the other hand, we should strengthen the construction of intelligent ideological and political course teaching platform. The intelligent ideological and political course learning platform is oriented towards serving all teachers and students, centered on course construction, with students' independent learning as the main body, and integrates online course learning, teacher-student interaction, teaching management and other functions. Therefore, the continuous construction, maintenance and improvement of network teaching platform is helpful to provide basic conditions for the implementation of blended teaching activities. In the process of online resource construction of ideological and political courses in colleges and universities, it is necessary to follow the principles of science, authority and The Times, design and formulate visual resources in line with students' cognitive characteristics and laws, and improve the practical effect of the blended learning mode of ideological and political courses in colleges and universities.

## 5. Conclusion

As the information age is approaching, the information, which represents the advanced productive forces, will lead to profound changes in the social relations attached to it. All traditional things are undergoing changes under the continuous impact of the new era. Therefore, novelty and innovation have become the development trend of The Times. As an important way to reform the teaching mode, the combination of online and offline teaching will certainly become the trend of ideological and political course teaching reform in colleges and universities. However, as a new teaching mode, the formation of its practical method, practical effect and practical evaluation system depends on the continuous exploration and summary of colleges and teachers. There is still a long way to go to create a good efficient mixed ideological and political teaching mode.

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