

Curriculum Ideological and Political Teaching Design and Practice Based on Blended Teaching Model—Taking Customer Relationship Management Course as an Example

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Abstract: Industrial digitalization and intelligent upgrading and transformation put forward new requirements for the training of economic and management professionals. It is of great significance to integrate ideological and political elements into professional courses and promote the construction of ideological and political curricula in the age of digital intelligence. Based on the blended teaching mode, taking "Customer Relationship Management" course as an example, the overall design and reform practice of curriculum ideology and politics are carried out from four dimensions: carrying out dual-subject education, constructing digital resources, innovating teaching methods and implementing diversified evaluation. The reform has achieved remarkable results, creating an excellent teaching team, rich teaching resources, innovative teaching mode, and a comprehensive evaluation system, and finally implementing the fundamental task of cultivating virtues and talents, achieving the effect of curriculum education, and helping to cultivate compound skilled talents with excellent moral character and all-round development and numerical intelligence thinking.

Keywords: Curriculum Ideology and Politics; Blended Teaching; Teaching Design; Digital Transformation

1. Introduction

Under the background of the "digital intelligence" integration era, industrial digitalization and intelligent upgrading and transformation, e-commerce, network broadcast, data services and other industries accelerated development in the "14th Five-Year Plan" period, putting forward new requirements for the training of economic and management professionals. Curriculum ideology and politics is the innovation and sublimation of the educational curriculum idea in the new era. "Curriculum ideology and politics" should grasp the core link of curriculum reform, and focus on ideological and political education throughout the whole process of college education and teaching. In this ideological and political atmosphere, how to incorporate ideological and political elements into professional courses in the age of digital intelligence has become an important and urgent task for higher vocational colleges.

At present, colleges and universities have rapidly set off a boom in the construction of curriculum ideology and politics, but in-depth teaching of the scene, it is found that there are still teachers who are not sensitive to ideological and political resources, the value orientation is not clear, the ideological and political elements are bluntly integrated into the professional curriculum and insufficient evaluation and research on students' ideological and political experience, participation, and sense of value acquisition^[1].

Customer relationship Management is the core course of high-level professional group of marketing in Guangdong Province. How to integrate ideological and political elements into teaching practice with the help of digital technology, combining the characteristics of the course and students' learning situation needs in-depth and detailed research. Taking customer relationship Management as an example, this paper explores the construction and practice of curriculum ideology and politics.

2. The difficulty of ideological and political reform of specialized courses

2.1. Teacher quality improvement

In the past teaching process, many teachers of specialized courses only focused on learning professional knowledge and improving professional level, and rarely formed the habit of actively learning politics and thinking and politics, so the political position and thinking and politics knowledge need to be improved. In addition, they are not concerned enough about ideological and political education, lack of ideological and political teaching awareness, and do not take the initiative to integrate ideological and political elements into professional teaching habits^[2]. This has set up obstacles for carrying out curriculum ideological and political teaching reform. To carry out ideological and political education, we must first understand politics, understand thinking and politics, and ensure political correctness. In order to be virtuous and cultivate people, teachers must set up correct world outlook, outlook on life and values. Therefore, while learning professional knowledge of marketing, marketing teachers must study a variety of publicly published political documents, deeply understand the connotation of socialist core values, and understand the moral meaning of cultivating people. At the same time, teachers should always pay attention to current political changes, grasp national events, and establish four consciousness and four self-confidences.

2.2. Curriculum ideological and political value stimulation

To stimulate the ideological and political value of the curriculum, we should first take the specific course teaching as the carrier, dig into the ideological and political resources, and build the basis for stimulating the ideological and political value. Ideological and political elements are the basis of curriculum ideological and political elements, and the collection, sorting and selection of ideological and political elements are difficult points^[3]. Curriculum ideological and political resources need to be collected, supplemented, accumulated and dug deeply in curriculum teaching. Ideological and political elements are very rich, but they cannot be fully taught in one course. In addition, limited to the level and ability of teachers, how teachers should understand ideological and political elements, excavate and integrate them into the curriculum according to the characteristics of marketing, and make effective choices are essential conditions for the ideological and political reform of the curriculum.

Secondly, ideological and political resources should be directed to the development needs of different subjects, and the potential of ideological and political values should be accumulated. The generation of potential needs to direct ideological and political resources through a certain path to the development needs of the subject, and accumulate potential in the process of guidance, so as to stimulate and induce the implicit and potential ideological and political values from the subject.

Finally, by promoting teaching communication, experience and reflection, enriching the means of stimulating ideological and political value, we construct the strategy of stimulating ideological and political value of the course. Teachers are the leaders of curriculum thought and politics, and the more abundant the means they inspire, the higher the effectiveness of curriculum thought and politics. The ideological and political value based on curriculum ideological and political resources is inseparable from students' teaching communication, learning experience and activity reflection.

2.3. The balance of professional knowledge and ideological and political elements

There are obvious differences between professional courses and ideological and political courses, so it is difficult to achieve the organic integration of professional knowledge and ideological and political elements. Although there are many points that can be integrated into professional courses, it is necessary to achieve an organic balance between professional theories and ideological and political elements while imparted knowledge, which tests every teacher's ability to control curriculum ideological and political teaching reform. Most of the theoretical basis of customer relationship management course comes from the Western countries, so how to combine western theories with the excellent socialist culture with Chinese characteristics and traditional culture is the key to teaching for teachers.

3. The overall design of "Customer Relationship Management" course ideology and politics

Relying on artificial intelligence technologies such as AR, VR, learning analysis technology and

image recognition technology, this paper starts from four dimensions of teachers, teaching materials, teaching methods and teaching evaluation, carries out teaching reform by carrying out dual-subject education, constructing digital resource, implementing blended teaching and adopting diversified evaluation, and fully excavates the ideological and political elements of curriculum. Through this reform, we can implement the fundamental task of cultivating people, and cultivate marketing professionals who are "politically strong, deeply emotional, new thinking, broad vision, strict self-discipline, and positive personality" with intelligent thinking. The overall design framework is shown in Figure 1.

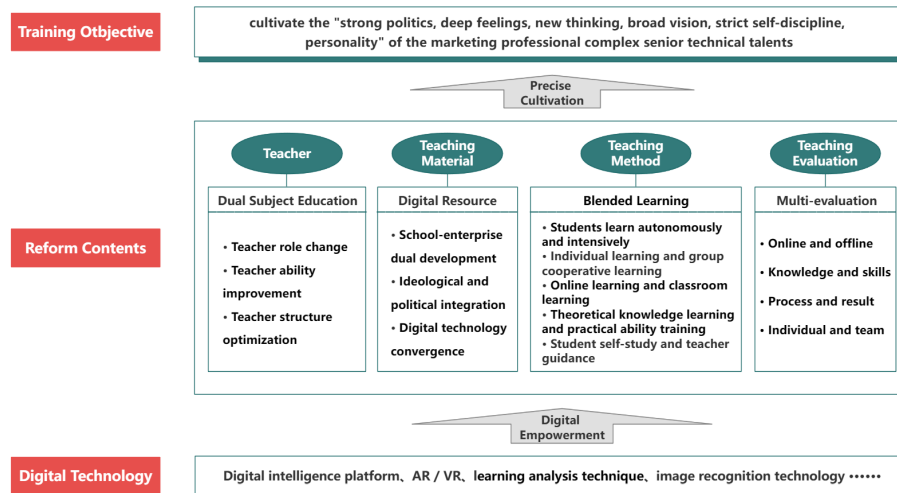


Figure 1: the overall design framework

3.1. Carry out dual-subject education

We have established a college-enterprise dual-subject education mechanism, and constructed a "dual-excellent" team building model to improve teachers' digital competence and ideological and political level. "Dual-excellent" refers to excellent teachers who are composed of teachers of specialized courses and teachers at Institute of Marxism, as well as excellent marketing professionals who are enthusiastic about education and have rich industry resources. Enterprise experts and full-time college teachers cooperate to carry out modular teaching to achieve "one lesson and two teachers". By changing the thinking, the role of teachers is transformed from the imparting of knowledge and skills to the guide of ideology and morality and the guide of career development. We have in-depth cooperation with China Unicom, China Telecom and other industry characteristic enterprises to build industrial colleges, double master studio, and training bases, and use real projects to provide students with rich real teaching scenes and fresh cases, solving the problem that there is a disconnect between theory and practice, and students' vocational ability cannot adapt to the requirements of new marketing positions.

3.2. Build digital resources

Through the joint development of the school and enterprise, we combine the curriculum with the industry, technological change, ideological and political education to achieve the upgrading of teaching materials and teaching resources.

3.2.1. Develop new forms of integrated teaching materials

Based on the work process and typical tasks of the post, we carry out research and analysis of post ability requirements. Through in-depth cooperation with industry enterprises, we work together to modularize the teaching content and develop teaching materials that are close to the job requirements and pay attention to the cultivation of ability^[4]. We follow up the development process of industry and technology, absorb new technologies, new processes and new norms into teaching materials in a timely manner, dig deep into ideological and political elements, build a new form of integrated teaching material system of "paper teaching materials + multimedia platform", and pay attention to the interaction between students and teaching materials, teachers and students, and students.

The compilation of high-quality teaching materials of customer relationship management pays attention to the following three points: First, highlight the type characteristics. The compilation of

teaching materials insists on the unity of tool and humanity. Macro-focus on curriculum ideology and politics, post class competition certificate, integration of production and education; Micro focus on project-oriented, task-driven, situational learning. The second is to adapt to industrial needs. In order to promote vocational education and enhance the ability of service industry, the content selection of teaching materials should implement professional teaching standards and connect with national vocational skills standards and post needs. Third, synchronous technological development. This teaching material changes the traditional discipline-based chapter arrangement form, carries out project-based reform and task design according to the work process, takes customer relationship "establishment - maintenance - deepening" as the main line, and constructs the course model in the workplace. We have innovated the presentation of teaching materials, actively promoted blended teaching, flipped classroom, integrated teaching and other teaching models, and promoted the deep integration of the construction of textbooks and information resources.

3.2.2. Construct three-dimensional supporting resources

Focus on the integration of curriculum, teaching materials and supporting resources. Relying on high-quality online open courses of Guangdong Province and integrated teaching materials of new forms, we re-sorted the course knowledge points, integrated ideological and political elements such as four self-confidence, four consciousness, socialist core values, excellent traditional culture, and scientific marketing concept into the construction of high-quality teaching materials and course resources, and completed the ideological and political teaching design of the course. The curriculum ideological and political resource library based on online and offline linkage has been developed to ensure that course resources can be heard, seen, practiced and interactive, and to solve the actual dilemma of vocational education that "can not enter, cannot see, cannot move and is difficult to reproduce". We realize the explicit tacit knowledge, the systematization of explicit knowledge, the digitization of systematic knowledge and the internalization of digital knowledge. Learners can not only scan the two-dimensional code of the textbook to watch micro-lessons and animations to understand the key content explanation, but also log in to the online platform to obtain PPT courseware, cases, exercises, extended reading and other supporting resources such as students' excellent works for each task, so as to meet their personalized learning needs.

For example, when describing the pressure sources and countermeasures of customer service personnel, students were guided to pay attention to the current situation of the professional group of takeaway riders under the epidemic. The teacher led the student team to investigate the pressure sources of takeaway riders by means of questionnaire survey and interview, form social survey reports and interview videos, and propose strategies to alleviate the pressure. Through this method, the students' empathy and social responsibility are effectively cultivated, and the feelings of family and country are enhanced.

3.3. Carry out blended teaching reform

By reforming the teaching model, we promote multi-party data collaborative governance. Using modern information technology, the new blended teaching model of "online self-learning + offline classroom exploration + after-school expansion practice" is actively promoted to form a new classroom teaching form. We use "five combination" teaching methods, that is, students' independent and concentrated learning, individual learning and group cooperative learning, network learning and classroom teaching, theoretical knowledge learning and practical ability training, students' self-study and teacher guidance, to improve students' learning interest and participation.

3.3.1. Pre-class strategy: learning determines teaching

Teachers publish mission cards on the course platform, provide learning resources such as micro-lessons and interactive courseware, and students complete the quiz after self-study. Teachers carry out learning situation analysis, set teaching goals and formulate targeted teaching strategies according to students' current level and needs.

3.3.2. Strategy in class: Teaching interaction

In combination with students' pre-class preview and interactive discussion, teachers conduct comments and analysis of pre-class tests and focus on answering questions. Teachers use rich media resources to create learning situations, organize students to analyze learning, group cooperative learning, task stratification learning. Teachers pay attention to the perplexity points, collision points, errors and thinking points in the learning process of students, provide students with diversified learning

paths and personalized guidance, and cultivate students' critical thinking ability and problem solving ability. In combination with the knowledge points of the course, teachers provide shared resources, create cooperative groups, establish mutual assistance and competition rules, and adopt table conversation, scenario simulation, role play, case study, cooperative exploration and other forms to promote the interaction between teachers and students and students, and improve students' communication and expression ability, teamwork ability and innovation consciousness^[5]. Teachers monitor students' learning in real time, give feedback in time, adjust teaching behavior flexibly, and provide learning support.

3.3.3. After school strategy: learning to promote teaching

Teachers publish homework through the course network platform and teaching quality platform, analyze students' behavior data combined with students' logon space learning records, and achieve accurate push, personalized push and dynamic push of expanded resources. Students choose learning resources and learning methods according to their own needs to consolidate internalized knowledge, and teachers guide them at different levels. Teachers encourage students to interact and communicate through the platform to co-build courses. For example, every semester, we invite students who have the ability to learn to participate in the shooting of micro-class sitcom and share the works, so as to improve the teamwork ability and innovation ability. Teachers collect the common problems in students' homework in time, answer questions in the next class, and carry out targeted teaching to improve teaching efficiency.

Teachers make full use of the second classroom to encourage students to actively participate in various professional skills competitions, innovation and entrepreneurship competitions, and actively participate in community activities. On the one hand, it helps to consolidate the knowledge learned and enrich the extracurricular life, on the other hand, it can exercise students' teamwork and interpersonal communication skills, enhance the sense of socialist mission and responsibility, and then promote the ideological and political construction of professional courses in the whole process and in an all-round way.

3.4. Improve the curriculum evaluation system

Teachers improve the curriculum evaluation department and scientifically evaluate the effect of curriculum ideological and political teaching. Teachers adhere to the result-oriented thinking, combining process and finality, and adopt the multiple evaluation method of "self-evaluation + mutual evaluation + teacher evaluation + enterprise expert evaluation". By establishing the course evaluation system of online and offline, knowledge and skills, process and results, individual and team, the feedback loop is formed, and each link is institutionalized, concretized and graded, so as to ultimately improve students' learning interest and participation^[6]. The composition of the peacetime score in the course evaluation, in addition to the learning performance, attendance, but also increased the assessment of students' peacetime conduct, participation in volunteer activities and so on. Teachers use online platform data to establish student learning files, test teaching effectiveness through observation, questionnaire survey, in-depth interview and other methods, strengthen daily behavior guidance, strengthen character training, and help achieve the goal of curriculum education.

4. Evaluation of curriculum ideological and political effectiveness

4.1. The teaching effect is significantly improved, students' satisfaction is high, and teachers' teaching quality evaluation is excellent

By carrying out the curriculum ideological and political reform practice based on the blended teaching mode in more than 450 students in 10 classes of 2 grades, the students have a high evaluation of customer relationship management courses, and the teacher's teaching evaluation has been improved year by year, with an average score of 94.3, ranking the top of the school, and the students, teaching supervisors and peers have a high evaluation. It is found that blended teaching can improve students' academic performance by 26.3%, their learning interest by 4.73% and course satisfaction by 4.83%. The course leader has been invited to hold the whole school open class for many times and has played a good demonstration role.

4.2. The quality of personnel training is high, and the effect of skill teaching transformation is good

In the process of "dual-subject" education, teachers pay attention to the practical training of students' customer service skills and the cultivation of feelings of home and country. When visiting China Telecom Company, China Unicom Company and other enterprises, we found that students engaged in customer service related positions are very popular with enterprises. The human resources manager of Guangzhou Unicom Company said: our college of the course platform shows that some students still choose this course after graduation, and graduates' feedback that the course is highly practical, which is helpful to improve their customer service level and innovation and creativity.

Students can take the initiative to participate in various activities and competitions, and the results are remarkable. For example, students actively participate in the volunteer service of popularizing civilization and fashion inside and outside the school, the volunteer service of sending warmth and love, and the volunteer service for special groups, and participate in a total of 1,000 people, and the volunteer service time has reached 3,180 hours; The teaching clips and customer service melodramas recorded by students are well received by teachers and students. Students organized teams to participate in marketing, business data analysis and other professional skills competitions and won provincial awards for many times; The teaching team guided the students to participate in the Guangdong Challenge Cup Contest and won the second prize.

4.3. Teachers' ideas are constantly improving and fruitful results are obtained

Since the course reform, the teaching team has built a customer relationship management gold course with abundant resources, novel, interesting and in-depth teaching based on the high-quality online open courses and high-quality teaching materials in Guangdong Province in the early stage. Through reform and practice, the teaching effect has been effectively improved, the development of students' vocational core ability and comprehensive quality has been promoted, and a more comprehensive development of compound innovative marketing talents has been cultivated. The teaching team has won many awards in the teacher teaching ability competitions of the whole province and the whole school, and many of them have been awarded the annual outstanding teacher and teaching research expert of the school.

The online courses of Superstar Learning have been visited by 1.46 million people, attracting teachers, students and social learners from more than 30 universities in China, such as Guangzhou College of Commerce, Guizhou Open University, Jiangxi Polytechnic of Industry and Trade, etc., and winning unanimous praise from students and experts both on and off campus. On the basis of this course teaching reform, the teaching team has obtained 2 teaching research projects of the Ministry of Education, 17 provincial research and teaching reform projects, and published more than 20 related research papers in domestic and foreign journals. Course leaders have shared the results of curriculum construction and teaching reform more than 30 times inside and outside the college, leading the mixed teaching reform.

5. Conclusions

A comprehensive and accurate understanding of the connotation of "curriculum ideology and politics" is the prerequisite and basis for the design and practice of curriculum ideology and politics teaching^[7].

For professional courses in colleges and universities, ideological and political education must start from the characteristics and current situation of the course, and carry out top-level design and reform practice from the aspects of teaching team, course resources, teaching strategies and teaching evaluation with the help of modern information technology. Only by ensuring the quality of the curriculum and integrating thought and politics like salt into water can we accomplish the teaching goal of guiding college students in value while implanting knowledge and cultivating ability, give full play to the role of educating students, and guide students to establish correct outlook on life, values and professional ethics. In the end, we will cultivate a combination of senior technical talents of marketing professional who are "strong in politics, deep feelings, new thinking, broad vision, strict self-discipline and positive personality" with intelligent thinking.

The design and implementation of curriculum ideological and political teaching need time to test. The subsequent research will explore how artificial intelligence technology is embedded in curriculum

ideological and political teaching reform, and deeply examine the learning effect of curriculum ideological and political learning effect through the combination of quantitative and qualitative methods, explore the influencing factors of curriculum ideological and political learning effect, so as to provide theoretical guidance and practical reference for the ideological and political teaching practice of higher vocational courses.

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