

Research on the Blended Online and Offline Teaching Mode of Ideological and Political Courses in Universities

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With the development of information technology, the blended online and offline teaching mode has gradually become a new trend in the teaching of ideological and political theory courses in universities. This article analyzes the current situation and existing problems of blended online and offline teaching of ideological and political courses in universities, and explores how to effectively combine online and offline teaching resources to improve the teaching effectiveness of ideological and political courses in universities.

Keywords: ideological and political courses, mixed online and offline, teaching mode

Introduction

In the era of informatization, the blended online and offline teaching mode has become a new trend in university teaching. This teaching model combines the advantages of online learning and traditional classroom learning, allowing students to participate more flexibly and autonomously in course learning. The ideological and political theory course in universities, as an important course for cultivating morality and talents, is currently an important issue that needs to be studied on how to effectively apply the blended online and offline teaching mode to improve teaching effectiveness.

The Current Situation of Blended Online and Offline Teaching of Ideological and Political Courses in Universities

At present, the blended online and offline teaching of ideological and political courses in universities has been widely applied. Many universities have expanded the teaching resources of ideological and political courses by developing online courses and using multimedia teaching methods. Under the background of the Internet, the implementation of blended online and offline teaching in ideological and political courses in universities has enriched the teaching perspective of ideological and political courses, enhanced the subjective initiative of students in ideological and political learning, and helped improve the teaching ability of ideological and political course teachers. The online teaching platform provides rich teaching resources, such as teaching videos, case analysis, reading materials, etc., to help students learn and explore independently. At the same time, the teaching in offline classrooms has also been changed, and teachers have enhanced students' participation and practical abilities by guiding them to discuss and practice.

However, in practical applications, there are some problems and challenges in the current situation of blended online and offline teaching of ideological and political courses in universities. Firstly, the construction

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and development of online courses are still very incomplete, and some online courses lack updates and maintenance, with low content quality that cannot meet the learning needs of students. This teaching model requires scientific teaching design to ensure the organic integration of online and offline teaching. If the teaching design is not scientific enough, it may lead to a chaotic teaching supply structure, affecting the learning experience and effectiveness of students. Secondly, teachers lack effective strategies and methods when applying blended online and offline teaching, resulting in ineffective integration of online and offline teaching. In the reform of the mixed teaching mode of ideological and political courses in some universities, a combination of online self-learning by students and offline teaching by teachers is adopted for some chapters, while the rest of the chapters are completely completed through self-learning and testing by students on online teaching platforms. This form may affect effective communication between teachers and students, widen emotional distance between master students, and seriously weaken the main channel role of classroom teaching. In addition, student participation is also insufficient, and some students have not formed the habit of self-directed learning. There is a lack of supervision and guidance during online learning, resulting in poor learning outcomes.

However, blended learning both online and offline also has its advantages. By combining online and offline methods, students can be provided with richer learning resources and more flexible learning methods. At the same time, by adhering to the student-centered approach and establishing a new intelligent teaching model that combines self-construction and interactive construction, teachers can also provide more personalized guidance and services through online platforms to improve teaching quality and effectiveness.

Overall, the blended online and offline teaching of ideological and political courses in universities still needs further development and improvement, and teachers need to constantly explore and innovate to meet the needs of the times and students.

Strategies for Blended Online and Offline Teaching of Ideological and Political Courses in Universities

As an important part of talent cultivation in universities, ideological and political education is of great significance in improving students' core literacy. Therefore, applied undergraduate universities should actively explore and innovate new models of ideological and political teaching in the teaching process. In order to improve the effectiveness of blended online and offline teaching of ideological and political courses in universities, the following strategies need to be adopted:

Firstly, it is necessary to strengthen the quality management of online courses, establish curriculum construction standards and evaluation mechanisms, and ensure that the course content and quality meet the learning needs of students. Online courses are an important resource for blended learning, which requires continuous optimization and improvement. Optimizing course design is very important. Online courses need to pay more attention to student participation and interactivity, design rich interactive activities such as discussions, questioning, case analysis, etc., and improve student participation. At the same time, it is necessary to provide sufficient learning resources, such as course materials, videos, PPTs, etc., to meet the learning needs of students.

Secondly, attention should be paid to updating and maintaining the curriculum, timely supplementing new teaching resources, and updating course content to meet the different learning needs of students. Establishing a good learning environment: Online courses need to create a good learning environment, including a stable online environment, a good platform interface, convenient learning tools, etc., to improve the learning experience of students. Finally, online courses can fully utilize modern technologies, such as online teaching platforms,

multimedia means, online discussions and interactions, to improve teaching efficiency and effectiveness. Meanwhile, technologies such as artificial intelligence and big data can also be utilized to analyze students' learning behavior and grades, providing support for personalized teaching. Online courses need to fully consider the needs and characteristics of students, and provide teaching content and methods that are suitable for them. For example, designing interesting and vivid course content tailored to students' learning habits and interests can also enhance interaction and communication between students and teachers through online forums, Q&A, and other means, thereby enhancing students' learning interest, enthusiasm, and participation.

Improve the Quality of Offline Classroom Teaching

Offline classroom teaching is a crucial part of blended learning, and it requires continuous improvement in teaching quality. Improving the quality of offline classroom teaching can be approached from the following aspects:

Firstly, teachers should develop reasonable teaching plans and objectives based on the learning situation and needs of students, pay attention to the combination of theory and practice, and enhance students' interest and enthusiasm in learning. Careful lesson preparation: In the pre class preparation stage, teachers should delve deeply into the textbook, analyze the learning situation of students, set teaching objectives, design teaching content and methods, and ensure the pertinence and practicality of the course content. In the teaching process, teachers should focus on cultivating students' thinking abilities, guiding them to actively think, discover, and solve problems, and improving their innovative and critical thinking abilities. During the teaching process, teachers should provide timely feedback and evaluation of student performance, guide students to identify problems and shortcomings, and correct and improve them in a timely manner. At the same time, teachers can understand the teaching effectiveness through evaluation and adjust teaching methods and strategies in a timely manner.

Secondly, teachers should guide students to participate in classroom discussions and practical operations, create a good learning atmosphere, and improve their practical and innovative abilities. In the classroom, teachers should pay attention to creating a good learning atmosphere and use various teaching methods, such as case analysis, discussion, demonstration, etc., to stimulate students' interest and enthusiasm in learning, and encourage them to actively participate in classroom learning. In the teaching process, teachers should pay attention to teacher-student interaction, encourage students to ask questions, discuss, and communicate, understand their needs and questions, timely answer their doubts, and improve their learning effectiveness. In the teaching process, teachers should pay attention to cultivating students' self-learning ability, guiding them to think independently, explore independently, and evaluate themselves, and improving their comprehensive quality. In addition, teachers can also expand students' learning horizons and knowledge by conducting extracurricular practical activities, inviting experts to give lectures, and other means. Through the efforts in the above aspects, the quality of offline classroom teaching can be improved, students' learning interest and enthusiasm can be stimulated, their thinking ability and self-learning ability can be cultivated, and the maximization of teaching effectiveness can be achieved.

Strengthen the Cultivation of Students' Self-Learning Ability

The ability of students to learn independently is a key skill in blended learning, both online and offline, and needs to be strengthened. Firstly, it is necessary to cultivate students' self-management abilities, enabling them to have clear learning goals and plans, and to arrange their study time and tasks reasonably. Through heuristic

teaching methods, teachers guide students to actively think, discover problems, and solve problems, thereby improving their learning motivation and enthusiasm. By developing learning plans, setting goals, and managing time, students can develop their self-management abilities, thereby enhancing their ability for self-directed learning.

Secondly, it is necessary to cultivate students' self-learning ability, enabling them to master learning methods and skills, be adept at utilizing various learning resources, and improve learning outcomes. In the teaching process, teachers can provide abundant learning resources, such as libraries, online resources, experimental equipment, etc., allowing students to have more learning choices and opportunities, thereby improving their self-learning ability. Through group learning, collaborative exploration, and other methods, cultivate students' collaborative learning ability, enabling them to learn to listen, respect, express, and communicate through mutual cooperation, thereby improving their self-learning ability. Teachers can also encourage students to participate in various extracurricular learning activities, such as academic competitions, technological innovation, social practice, etc. Through practical exercise, students can improve their self-learning ability and comprehensive quality.

In addition, self-evaluation and peer evaluation can be conducted to guide students to reflect and summarize their learning experiences and achievements. Provide students with space for self-directed learning, enabling them to independently decide on their learning methods and content, thereby stimulating their interest and initiative in learning. Through the above efforts, it is possible to effectively strengthen the cultivation of students' self-learning ability, stimulate their interest and initiative in learning, and improve their self-management ability and comprehensive quality.

Conclusion

The blended online and offline teaching of ideological and political courses in universities is a new trend in the information age of teaching, which has important significance and value. As an important component of university courses, ideological and political courses not only need to keep up with the times and adapt to the development trend of the Internet, but also dare to try new teaching reforms and continuously improve students' enthusiasm for self-directed learning. This provides convenient conditions for the combination of online and offline learning modes in university ideological and political courses. By optimizing online course construction, improving the quality of offline classroom teaching, and strengthening the cultivation of students' self-directed learning ability, etc., it can effectively improve the teaching effectiveness of ideological and political courses, and cultivate more useful talents with scientific awareness and innovative spirit in the new era.

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