

Teaching Practice of Ideological and Political Course Based on "Course Partner" Platform and Using Hybrid PAD Class ——Take "Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era" as an example

Peipei Song*

Beijing City University, Beijing 103100, China

Abstract. The new changes brought about by the information age, such as new media and "Internet+" education, have given new impetus to college teaching. We make full use of computer Information Technology, combining the "Course Partner" platform with the PAD Class, to create a new hybrid teaching mode for ideological and political courses, bringing new ideas and methods to teaching reform. This article takes the course "Introduction to Xi Jinping Thought of Socialism with Chinese Characteristics for a New Era" as an example, applies a new hybrid teaching mode, adheres to the student-centered education concept, and designs the course. By analyzing data from computer network teaching platforms, timely optimization and improvement of teaching and auxiliary content are carried out in teaching, which enhances the interaction between teachers and students in class and students' learning enthusiasm, effectively improving the teaching effect of ideological and political courses. It further explains that the new hybrid teaching mode combining the "Course Partner" platform with the PAD Class is an economic and efficient teaching mode integrating informatization and "Internet + "education.

1. INTRODUCTION

In 2016, the General Secretary pointed out at the national college ideological and political work conference that "We need to use new media and technologies to revitalize our work, in order to promote the high integration of traditional advantages of ideological and political work with information technology, thereby enhancing our sense of the times and attractiveness"[1] In 2018, the "Basic Requirements for Teaching Ideological and Political Courses in Universities in the New Era" issued by the Ministry of Education points out that "We need to conduct in-depth research on the content design and functional utilization of online teaching, in order to continuously innovate the forms of online teaching and promote the organic integration of traditional teaching methods and modern information technology" [2] This provides direction and policy guidance for the adoption of online and offline hybrid teaching in ideological and political courses in colleges and universities.

For the ideological and political curriculum in colleges and universities, how to change with the changes of the times, how to use new media and "Internet+" education and other information technologies to make the ideological and political curriculum teaching transparent, live and learn, is currently the problem that ideological and political teachers need to think about. We attempt to introduce the "PAD Class" teaching concept into the ideological and political course "Introduction to Xi Jinping Thought on

*Corresponding author: Email: dependonyoupei@163.com

Socialism with Chinese Characteristics in the New Era" in universities, and use the "Course Partner" platform to carry out online and offline hybrid teaching model, effectively improving the teaching effectiveness and quality of ideological and political courses.[3]

2. The Necessity of Applying the "PAD Class" Teaching Model to Ideological and Political Courses in Universities

The characteristic of ideological and political courses is that they are highly theoretical, but the traditional classroom teaching mode is single and tedious, making it difficult to mobilize students' learning enthusiasm. The classroom atmosphere is not active enough, the teaching effect of teachers is not ideal, and the teaching pressure is enormous. Therefore, it is necessary to change the teaching philosophy, put students at the center, make students the main body of learning, and teachers become planners, organizers, guides, helpers, and promoters of education and teaching, so as to make the teaching content diverse, interesting, and timely, in order to stimulate students' enthusiasm and interest in learning. Under the guidance of the new teaching philosophy, the teaching mode of "PAD Class" is adopted, and interactive learning is carried out through discussion, fully cultivating students' autonomous learning ability and improving the efficiency of students'

internalization and absorption.[7]In the intensive teaching process, teachers reconstruct the teaching process, clarify the basic framework and concepts of the course content, key points and difficulties, guide students to establish a basic knowledge structure, master the basic content of the topic and chapter, understand the key points and difficulties, thereby reducing the difficulty of learning after class and improving students' learning efficiency. Throughout the entire course teaching, teachers can utilize information technology to conduct online learning and communication, adjust teaching content in a timely manner, and achieve higher teaching efficiency and quality. This can make ideological and political courses more vibrant and better serve the comprehensive growth and development of students. [4]The PAD Class has no constraints or restrictions on the class size in teaching, and is suitable for the large class teaching mode of ideological and political courses. It is an economical and practical teaching mode.

3. Hybrid PAD Class teaching mode based on the "Course Partner" platform

The hybrid PAD Class teaching mode based on the "Course Partner" platform is to establish online and offline blended teaching models by using the "Course Partner" platform, practicing the teaching concept of "student-centered", dividing the classroom into two parts: half of the classroom is allocated to teachers for teaching, and half is allocated to students for self-education and personalized internalization and absorption. From the model established in Figure 1, we can see that,teachers can extract student learning data through the platform and analyze the data to adjust and optimize teaching and course assisted learning content, allowing students to learn, watch, interact, discuss, and test assignments online anytime and anywhere, cultivating students' core competencies such as critical thinking, creativity, communication skills, and collaborative abilities. This hybrid teaching model provides an effective teaching interaction platform that spans time and space for teachers and students, with abundant digital resources for ideological and political

courses, which is conducive to interactive learning between teachers and students, reduces teachers' workload, improves work efficiency, and greatly improves students' learning interest and participation enthusiasm. [5]Figure 1 is a model diagram of a hybrid split classroom teaching mode based on the "Course Partner" platform.

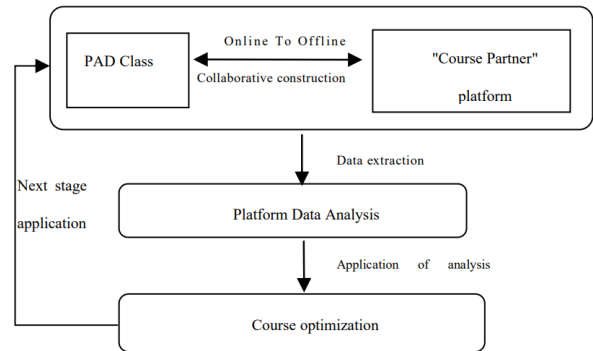


Figure 1. Hybrid PAD Class teaching mode based on the "Course Partner" platform

4. Teaching Practice of Ideological and Political Course Based on "Course Partner" Platform and Using Hybrid PAD Class

Based on the platform of "Course Partner", we combine the bisection classroom with the hybrid teaching mode, and we have built a hybrid teaching mode system of three links before, during and after class, as shown in Figure 2. We have applied this mode in the course of "Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era", so that students can take the initiative to learn through mobile phone curriculum partner active learning, and complete the absorption and internalization of knowledge points at their own pace, Student can also deepen their comprehensive understanding of knowledge through interactive discussions during and after class.[8][10]

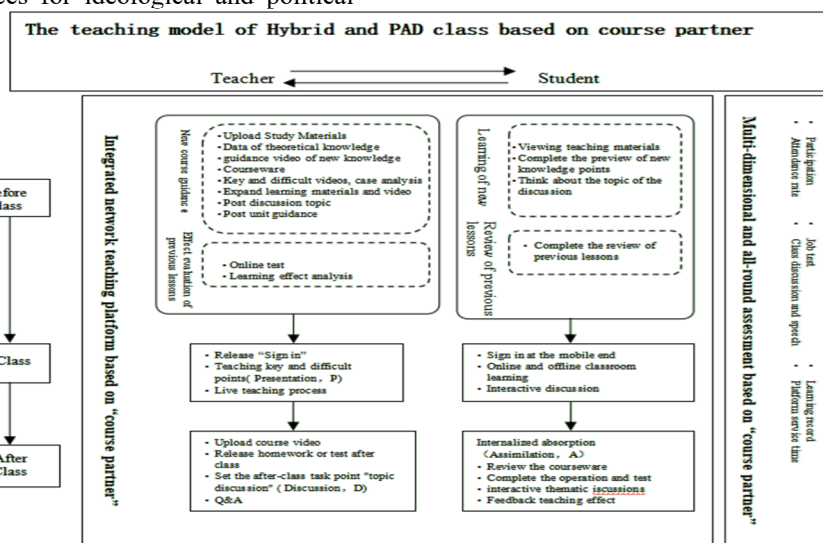


Fig. 2. Teaching mode system based on the PAD Class of "Course Partner" and "Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era"

4.1 Pre-class teaching preparation and teaching design

Before the start of the course, teachers can build a framework for learning ideas courses on the "Course Partner" platform, upload guidance guides, guidance videos, teaching PPT, and other materials. Students use their off class time to log in to the platform to learn, view materials, and complete pre class quizzes. By analyzing students' test scores and learning records, teachers promptly remind students who have not completed learning tasks to ensure the effectiveness of pre class preview, stimulate students' thinking and desire to solve problems, and play a guiding role in subsequent classroom teaching.[6]

4.2 Implementation and management of in-class teaching

Teachers can teach both offline and online through the course partner platform, and use the check-in function of the "Course Partner" platform to check in and help students quickly enter the learning state. Teachers optimize and adjust course iterations by analyzing students' online learning data and stage tests to increase student engagement.[9]Based on the extraction and analysis of data from the school's online teaching platform, as shown in Figures 4 and 5.

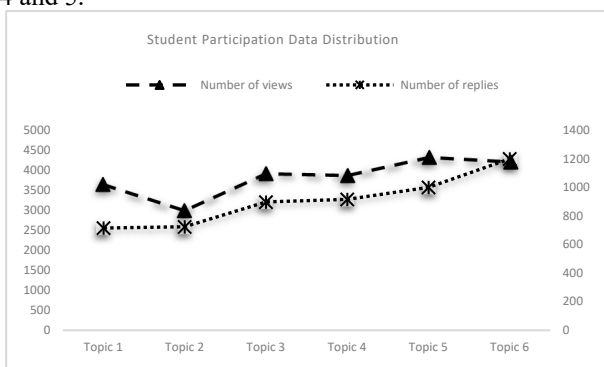


Fig. 3. Student Participation Data Distribution

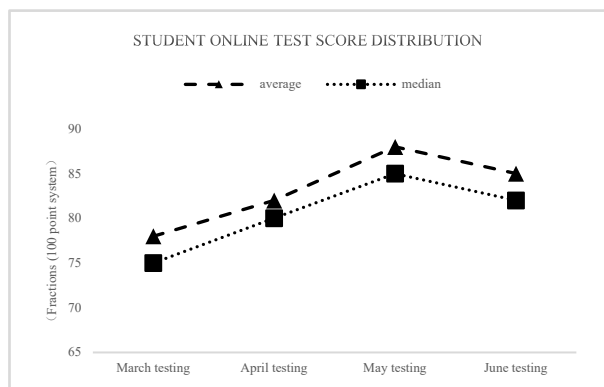


Fig. 4. Stage Test Data Analysis

The data shows that this teaching model has a significant effect on enhancing students' enthusiasm and teaching effectiveness.

4.3 After-class feedback and assessment

This course has both theory and practice, and requires the establishment of a diversified assessment and evaluation system. Adopting PAD Class assessment method, it is divided into regular grades and final grades. The usual grades include attendance and classroom performance, which can be set according to the students' situation. The final assessment includes two online tests and one course summary. Teachers can achieve online assessment and evaluation through the "Course Partner" platform, export assessment score data in real-time for summary, achieving fairness and impartiality, and the assessment results are open and transparent. Figure 5 shows the comparison of final grade data for the spring semester from 2019 to 2022 on the "Course Partner" platform. It can be seen from the figure that the use of innovative teaching models significantly improves teaching outcomes.

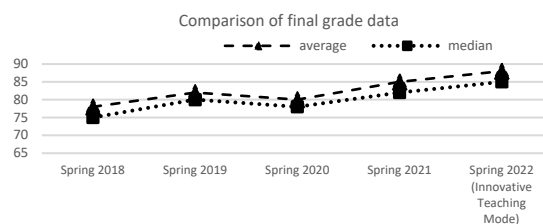


Fig. 5. Comparison of Final Score Data for Spring Semester 2019-2022

5. The Implementation Effectiveness of a Hybrid PAD Class Teaching Mode Based on the "Course Partner" Platform

Based on the above design ideas and teaching design for this course, teaching practice was carried out in the film and television director and film and television performance majors in the spring semester. There were 71 students in the two classes, all of whom actively participated in the teaching activities of the "Course Partner" hybrid PAD Class. After the teaching was completed, we conducted a questionnaire survey on the effectiveness of the "Course Partner" platform and the hybrid PAD Class teaching mode using the SUS model. Table 1 shows the analysis of questionnaire survey data. From the data, we can see that students' recognition of the expected goals of the new teaching model, teaching quality and effectiveness, learning effectiveness, and final assessment design have all reached a level of nearly 90%.

Table 1. Questionnaire survey data analysis

Question\ Options	Dis-agree	General identification	Relative-ly Agreed	Fully agree	Average
Student recognition of expected teaching objectives	0%	4.23%	8.45%	87.32 %	2.83
The use of split classroom and "course partner" platform is effective in improving teaching quality and effectiveness	0%	0%	11.27%	88.73 %	2.89
The new teaching mode is effective for the learning of this course	0%	1.41%	9.86%	88.73 %	2.87

The new teaching mode is effective for the learning of this course, and the final assessment design is reasonable	0%	5.63%	14.08%	80.28%	2.75
---	----	-------	--------	--------	------

After a semester of practical teaching, students from two classes efficiently completed the course "Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era". The average comprehensive assessment score is 92 points, which is higher than other classes, especially in terms of attendance rate, classroom participation, completion of assignments and tests, student self-learning, and practice. This further confirms the significant implementation effect of the hybrid PAD Class teaching mode based on the "Course Partner" platform.

6. Conclusion

The hybrid PAD Class teaching mode based on the "Course Partner" platform is an innovative teaching model that is more suitable for the needs of classroom teaching. It not only allows teachers to detach themselves from the teaching burden, but also cultivates students' initiative in learning, effectively utilizes the advantages of the Internet, and fits the spirit of independent learning to solve the problems of ideological and political courses in universities. In the practice of some ideological and political courses, good teaching effects have been demonstrated, providing practical and feasible ways and methods for promoting the reform and innovation of ideological and political courses. This teaching model has good practical value, so this innovative teaching model has great development prospects. However, this new teaching model is not fixed and cannot be copied. It needs to pay attention to the flexibility of application. How to adapt to effective teaching of different courses still needs continuous and active exploration.

About the author

Corresponding author: Peipei Song, Beijing City College, lecturer, Beijing City College, Beijing, 103100, 15321878910 dependonyoupei@163.com.

Song Peipei (1983 -), female, born in Tianjin, lecturer of Beijing City University, postgraduate student of Northeast Agricultural University, mainly engaged in Marxist theoretical research and higher education teaching management research.

Email: dependonyoupei@163.com

Reference

1. Xi,J,P.(2016).Put ideological and political work through the whole process of education and teaching, and create a new situation for the development of China's higher education [N]. People's Daily.
2. Ministry of Education of the People's Republic of China. (2018). Notice on Printing and Distributing the Basic Requirements for the Teaching of Ideological and Political Theory Courses in Colleges and Universities in the New Era[EB/OL]. Website of the

Ministry of Education of the People's Republic of China,

http://www.moe.gov.cn/srcsite/A13/moe_772/201804/t20180424_334099.html, April 13, 2018

3. Zhang,X,X. (2014)Split classroom: a new exploration of college classroom teaching reform [J]. Fudan Education Forum.,5:5-10.
4. Ding,H., Wang,P. (2020) Application of mixed teaching mode based on Superstar Learning [J] Western Quality Education.,11:114-115.
5. Chen,Q,Y., Zhu,G,Z.(2020) Research on Hybrid Teaching Based on Superstar Learning [J] Computer Products and Circulation.,3:155+161.
6. Li,F,Q.(2016)Theoretical Basis and Teaching Design of Hybrid Teaching [J]. Modern Educational Technology.,9: 18-24.
7. Yang,S,P., Wang,D,W., Zhang,L,J.(2015) An Analysis of the Teaching Model of Divided Classroom and the Roles of Teachers and Students Journal of Liaoning Normal University.,9: 653-658.
8. Zhu,P,W. (2016) Five Steps to Implement Divided Classrooms [J]. Journal of Kaifeng Institute of Education, ,36: 117-118
9. Rosie Turner — Bisset . Expert Teaching: Knowledge and Peda — gogy to Lead the Profession [M] . London: David Fulton Publishers Ltd,2001: 2.
10. Jonah Donaldson, Elian Agra, et al. Massive Opening - How MOOCO Changed the World. Translated by Chen Shaoji. Shanghai: East China Normal University Press, 2016:213-214.