The foundation and implementation path of blended teaching to help the construction of "curriculum ideological and political"

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Abstract: At present, blended teaching has gradually become the mainstream teaching mode. In the context of comprehensively promoting the construction of "curriculum ideology and politics", how blended teaching can help the construction of "curriculum ideology and politics" is an urgent problem to be solved. The article firstly analyzes the real dilemma in the construction of "curriculum ideology and politics". Then, it analyzes the advantages of blended teaching in helping the construction of "curriculum ideology and politics" from three aspects: the temporal and spatialization of education places, the diversification of education carriers and the diversification of education contents. Finally, the implementation path of blended teaching for the construction of "curriculum ideology and politics" is proposed from four aspects: blended resources, blended process, blended evaluation and blended time and space.

1. Introduction

In 2017, the Ministry of Education (MOE) issued the Implementation Outline of the Quality Improvement Project of Ideological and Political Work in Higher Education Institutions, in which "curriculum ideology and politics" was written into the document for the first time. 2020, MOE issued the Guideline for the Construction of Curriculum Ideology and Politics in Higher Education Institutions, which further clarifies the objectives and focus of "curriculum ideology and politics" in various courses. As a key initiative of talent cultivation, the effect of "curriculum ideology and politics" is directly related to the quality of talent cultivation [1]. With the development and promotion of education information technology, the limitations of traditional offline classroom for cultivating students' emotions, attitudes and values are increasingly prominent. The online and offline hybrid teaching, which breaks through the limitation of time and space, is of great significance to improve the educational effect of "curriculum ideology and politics".

2. Current dilemmas in the construction of "Curriculum Ideology and Politics"

2.1. Fragmentation of Resources of "Curriculum Ideology and Politics"

The exploration and integration of "curriculum ideology and politics" resources is the first step in integrating "curriculum ideology and politics" into the classroom. In the actual operation process, fragmentation is the main problem, which manifests itself in the lack of summarization and organization of "curriculum ideology and politics" resources, the lack of systematic design, and the failure to find a reasonable integration point. The fragmentation of "curriculum ideology and politics" resources will make students resent and reject them, which will not achieve the desired nurturing effect and is not in line with the original design of the "curriculum ideology and politics" concept, and will not be able to form a perfect "curriculum ideology and politics" construction system. It is also inconsistent with the original design of the "curriculum ideology and politics" concept, and cannot form a perfect "curriculum ideology and politics" construction system. "Curriculum ideology and politics" resources should not only reflect the outlook on life, worldview and values, but also combine the different characteristics of each course to reflect the spirit of craftsmanship, innovation, exploration and dedication. The resources of "curriculum ideology and politics" should be organically integrated into the teaching process, breaking the fragmentation and forming a systematic pattern of "curriculum ideology and politics" resources [2].

2.2. Simplification of the teaching method of "Curriculum ideology and politics"

At present, there are barriers of disciplines and specialties in higher education [3], and each discipline has its own scientific knowledge system and rigorous academic logic. The Guideline for the Construction of Curriculum Ideology and Politics in Higher Education Institutions has proposed the construction of "curriculum ideology and politics" from the perspective of seven major professional courses, including education, agriculture, medicine and art. This indicates that different kinds of courses should be combined with different course characteristics in the construction process of "curriculum ideology and politics". However, because the construction of "Curriculum Ideology and Politics" does not have specific and detailed implementation opinions for different courses, teachers' teaching methods are random and teaching means are simplistic. The construction of "curriculum ideology and politics" should be a subtle process, but some teachers lack the influence and drive on students, lack the knowledge and understanding of students' acceptance, and ignore the real feelings and subjective experiences of the recipients, resulting in the construction of "curriculum ideology and politics" is a mere formality.

2.3. Blurring the evaluation of "curriculum ideology and politics

The Guideline for the Construction of Curriculum Ideology and Politics in Higher Education Institutions clearly states that the construction of "Curriculum Ideology and Politics" should be comprehensively promoted in all colleges and universities, all disciplines and all majors. This means that all courses should be built with "curriculum ideology and politics". Teaching evaluation is an indispensable part of the teaching process, and the effectiveness of the construction of "curriculum ideology and politics" needs to be examined by the corresponding evaluation system. There are three levels of evaluation, one is the evaluation of students by teachers, the other is the evaluation of teachers by schools, and the third is the evaluation of schools by educational authorities. In practice, teachers' evaluations of students mostly form only pass or fail conclusions. There are no specific measures for the evaluation of schools by educational authorities and the evaluation of teachers by schools. Generally speaking, the evaluation criteria of "curriculum

ideology and politics" are vague, the evaluation tools are single, and a perfect monitoring and reward mechanism has not yet been formed. As a result, schools and teachers have little motivation and interest in the construction of "Curriculum Ideology and Politics", and it is difficult to achieve the desired effect of teaching and educating people.

3. The foundation of blended teaching assisting the construction of "curriculum ideological and political"

3.1. Blended teaching breaks the limitation of the educational place of "curriculum ideological and political"

Educational sites are the prerequisite for the successful implementation of teaching and learning activities. Classrooms, sports fields, multimedia halls, laboratory buildings and other objectively existing sites can become educational sites as long as they meet teaching needs.As educational theories move forward and teaching methods are constantly updated, the idea of educational places also moves forward, and the world of everyday life can become an important place for ideological and political education [4].Currently, the application of education information technology is being strengthened, and the blended teaching mode expands the education venue from the traditional offline classroom to the open online classroom (massive open online courses, micro courses, SPOC, etc.). The convenience, sharing and timeliness of blended teaching enable students to break the constraints of time and space and learn at any time and any place with the help of equipment terminals. The education venue is no longer bound by fixed time and space, expanding from in-class to out-of-class, from offline to online, and from on-campus to off-campus, meeting the learning needs of students in different environments and at different times. This is not only in line with the requirements of constructivist cognitive development psychology [5], which helps learners to master knowledge through the process of understanding, constructing and applying knowledge based on classroom, practical and networked learning, but also can better implement the concept of "student-centeredness" and strengthen students' knowledge learning and ideological and political cultivation through better teacher-student interaction.

3.2. Blended teaching helps diversify the education carrier of "curriculum ideology and politics"

The carrier of education is the intermediary and tool for educators to act on the educated [6]. Blended teaching is a teaching mode that combines traditional teaching with online teaching, and MOOC, SPOC and WeChat can become a carrier or bridge between teachers and students in the process of blended teaching with the help of network technology. In the class, the teacher's teaching of "course ideology and politics" is no longer limited to verbal expressions, but can also deepen students' understanding and mastery of "course ideology and politics" through discussions and quizzes with the help of intelligent teaching methods. This can also play a significant role in bringing teachers and students closer together and strengthening classroom management. Before and after class, teachers can upload the learning resources of "Course Ideology and Politics" through the online teaching platform, arrange students' learning tasks, assign students' after-class homework, and grasp students' learning dynamics. Before and after class, students can also do independent study before class, express their opinions, write their learning experience, complete after-class assignments, and receive ideological and political inculcation. This breaks down the awkwardness of face-to-face communication between teachers and students and the geographical barrier, making the process of "curriculum ideology and politics" education more natural and acceptable, and improving the teaching effect.

3.3. Blended teaching helps diversify the education content of "curriculum ideology and politics"

The traditional offline classroom has certain advantages for communication between teachers and students, because teachers and students can communicate face-to-face in teaching and learning, and teachers can judge students' mastery of knowledge just by students' expressions and eyes, and make timely corrections to the teaching content and teaching progress, etc. However, the teachers' organization and implementation of teaching contents are greatly influenced by the time limitation of teaching, so they cannot decompose and combine the teaching contents more flexibly, and the extension and expansion of teaching contents are also greatly affected, and the effect of "curriculum ideology and politics" is relatively limited. The online and offline Blended teaching mode can break through the constraints of traditional teaching mode. Before the class, teachers can collect and organize relevant ideological and political content materials through the Internet, insert them into the relevant teaching sections of micro-lessons, and send them to students in the form of pre-class independent study before the formal class. This can expand the content of the ideological and political education of the curriculum and break the method of "ideological and political education of the curriculum" that teachers teach on the spot, so that students can have a higher acceptance of ideological and political education. After class, teachers can organize and supervise students' social practice activities, volunteer activities, subject competitions and training through the online teaching platform to examine students' social morality, labor spirit, dedication and competition spirit, etc. This can greatly extend and expand the educational content of "Curriculum Ideology and Politics" and enhance the educational effect of "Curriculum Ideology and Politics".

4. The implementation path of blended teaching assisting the construction of "curriculum ideological and political"

4.1. Blended resources: digging ideological and political elements and enriching ideological and political carriers

The main form of "curriculum ideology and politics" is to integrate ideological and political elements such as ideological theory, value concept and spiritual pursuit into each course, which can influence students' behavior and ideological consciousness in a subtle way. Therefore, the excavation and integration of ideological and political elements is the primary problem to be solved in the construction of "curriculum ideology and politics", and it is also the necessary way for the construction of "curriculum ideology and politics". The ideological and political elements that are not close to the teaching content are the main reason for the divorce of the curriculum from ideology and politics, and also the "culprit" for the low acceptance of students and the difficulty of receiving good ideological and political education effect. Because in the traditional offline classroom, the level and skill of teachers' language expression ability plays a greater role in the degree to which ideological and political elements shock students' hearts and minds, the form and channel for students to receive ideological and political is relatively single, which easily causes "aesthetic" fatigue, so the exploration of ideological and political elements must consider the performance channel for teachers' verbal expression. Blended teaching is no longer limited to the traditional offline classroom, and is no longer restricted by teaching time and space, giving teachers the possibility to teach across time and space. Under the hybrid teaching mode, the integration of ideological and political elements of the curriculum can be carried out in multiple times and spaces, such as online, offline, in-class, out-of-class, on-campus and off-campus. Therefore, the excavation of the ideological and political elements of the curriculum can be combined with online interviews, online interactions, offline lectures, extracurricular practices, after-school assignments and other

channels in addition to the integration channels of the traditional classroom; the carrier of the ideological and political resources of the curriculum can be integrated through video and audio in addition to text. Therefore, in the hybrid teaching mode, the content of the course ideological and political elements of the excavation is richer, the expression form of the course ideological and political resources is more diverse, the integration channel of the course ideological and political is expanded, the students' acceptance of ideological and political teaching is higher, and the effect of ideological and political education can be improved to some extent.

4.2. Blended process: improve teaching methods and innovative teaching tools

Blended teaching creates multiple channels for teachers' teaching reform in time and space, and the combination with flipped classroom is one of the main channels. In this mode, the ideological and political construction of the course can also be integrated into all aspects of the teaching process through teaching reform. Before the class, teachers complete the integration of course resources, and release learning tasks, learning objectives, learning requirements, learning videos and pre-class assignments through the online education platform, and students complete pre-class independent learning and take pre-class quizzes and ask relevant questions through the online education platform within a certain period of time according to the requirements released by teachers. In addition to cultivating students' independent problem-solving skills and helping them to establish the habit of inquiry-based learning, the pre-course independent learning stage can also integrate current hot topics and national events related to the teaching content through articles and extended videos, so as to cultivate students' outlook on the country and the profession. During the lesson, as students have already solved low-order and basic problems before the lesson, teachers mainly organize students to solve high-order and challenging problems to help them complete their deep understanding and application of knowledge. In this stage, teachers can integrate ideological and political contents through classic case teaching method and immersion scenario teaching method, test the educational effect of ideological and political teaching through interactive discussion and results display, and ensure the implementation of ideological and political teaching objectives. After the class, students communicate with teachers through the online education platform about existing questions or difficulties, and complete assignments or quizzes assigned by teachers. Teachers can release relevant industry information and arrange for students to conduct practical research so that they can keep up with the frontier of subject development. In addition, teachers can collect students' satisfaction with the construction of "Curriculum Ideology and Politics" through the release of online questionnaires and discussions, and further optimize the reform of the teaching mode of "Curriculum Ideology and Politics" according to students' opinions.

4.3. Blended evaluation: strengthen the process of assessment, construction of assessment system

POA (Output Oriented Approach) believes that assessment and learning or evaluation and teaching should be organically integrated and that evaluation is the key node where students' learning is reinforced and sublimated [7]. As a key node in the whole process of education and teaching, teaching evaluation plays a very important role in judgment and selection, screening and integration, consolidation and improvement, encouragement and diversion. The current assessment and evaluation mode under the traditional teaching mode is mostly a summative evaluation mode of usual performance grades plus final examination results, which can comprehensively test students' mastery in professional knowledge but cannot evaluate students' ideology, politics and moral character, etc., or monitor the formation process of students' ideology, politics and moral character, etc. The blended teaching mode, which combines immediate and delayed evaluation, process

evaluation and final evaluation, can make up for the shortcomings of traditional evaluation methods. In the process of teaching implementation, the assessment of students at any time is instant evaluation, and teachers can understand students' ideological dynamics and ideological and political mastery instantly and in real time in the form of online and offline ideological and political quizzes and discussions. Teachers can grasp students' ideological and political education effect and interact with them instantly through online and offline students' practical feedback, homework answers and so on. Regardless of whether it is instant evaluation or delayed evaluation, the relevant ideological and political education points can be recorded instantly through the online teaching platform and converted into scores that are automatically included in the final exam results, so that the ideological and political evaluation system combining process evaluation and summative evaluation can be implemented.

4.4. Blended time and space: out of the traditional classroom, create three spaces

The traditional offline classroom is the main path of teaching and one of the most intuitive ways of ideological and political education, as the first classroom. The hybrid teaching mode organically integrates offline and online, before and after class, so that the traditional offline classroom is extended to the online teaching platform. This provides a new teaching space for students, and teachers and students can establish a learning community through SPOC and WeChat to exchange resources and transmit information. As a result, a second classroom based on the online teaching platform can be created. Practice is the only criterion to test the truth, and book knowledge still needs to be tested by practice to form the inner power of development. The online and offline hybrid mode provides process supervision, quality feedback and real-time evaluation for students' practice, which can be built as the third classroom. Offline classroom, online classroom and practice classroom together constitute the three major classrooms of hybrid teaching to help "curriculum ideology and politics". In the offline classroom, blended teaching makes accurate monitoring for the immediate evaluation of ideological and political education and guides teachers to adjust or correct the direction of classroom teaching immediately. In the online classroom, blended teaching can provide different ideological and political education resources through various carriers, expanding the time and space for ideological and political education from the traditional classroom to students' daily life. In the practical classroom, blended teaching provides timely feedback for ideological and political education, which is conducive to combining students' book knowledge with industry literacy and national requirements. The three classrooms are not independent of each other, and the blended teaching mode does not work in isolation for the three classrooms; they are interconnected and influence each other, transcending the limitations of time and space, and together forming a closed loop of ideological and political education.

5. Conclusion

"Curriculum ideology and politics" is an important initiative to enhance the effect of human education in colleges and universities, and is a long-term systematic project. It is of strategic significance and belongs to the reform of curriculum content level. Blended teaching mode is a modernized educational exploration based on "Internet+", which is the mainstream trend of future teaching. It has the significance of technological innovation and belongs to the reform at the level of curriculum mode. The construction of "curriculum ideology and politics" relying on the hybrid teaching mode is not only conducive to improving the quality of education in colleges and universities, but also conducive to promoting the synergistic development of the two, which is of great significance in promoting the sustainable and healthy development of college and university curricula. For relevant educators, it is necessary to deepen the understanding of education reform, to

take the blended teaching mode as the basic carrier, to build a complete "curriculum ideology and politics" teaching system, to lay a solid foundation for the cultivation of students' comprehensive literacy.

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