

Exploration and Practice of the Construction of “Curriculum Civics” in Colleges and Universities under the Perspective of Blended Teaching

Xueni Sun¹, Jilong Meng¹, Xin Meng^{1*}

¹ Hengxing University, Qingdao, China

Email Address

mengxin0213cc@163.com (Xin Meng)

*Correspondence: mengxin0213cc@163.com

Received: 30 March 2024; Accepted: 29 April 2024; Published: 19 May 2024

Abstract:

With the rapid advancement of educational technology, the traditional mode of instruction is gradually transitioning towards a more flexible and interactive blended learning approach. Blended learning, by effectively combining online and offline elements, harnesses the strengths of each, thereby enhancing teaching efficiency and students' motivation to learn. In the realm of higher education, this model holds particular significance, especially within the domain of ideological and political education, offering a new realm of possibility and expansive perspective. Ideological and political education within universities serves as a pivotal avenue for cultivating students' comprehensive qualities, directly impacting their ideological and political upbringing as well as personal holistic development. However, present challenges confront ideological and political education regarding how to integrate with emerging pedagogical methodologies and elevate teaching effectiveness. Thus, exploring the construction of ideological and political education within the scope of blended learning not only represents an inevitable response to the demands of educational reform but also stands as an effective pathway towards enhancing the practical efficacy of such education.

Keywords:

Blended Learning, Colleges and Universities, Construction of “Curriculum Civics, Exploration and Practice”

1. Introduction

In the rapidly advancing information society of today, blended learning emerges as an innovative educational paradigm increasingly favored by the educational sphere. Blended learning, aiming to effectively amalgamate traditional face-to-face instruction with modern online pedagogy, strives toward optimized allocation of educational resources and diversification of instructional methods. Within the realm of higher education, blended learning not only harnesses the complementary

advantages of offline and online resources to enhance educational quality but also caters to the personalized learning needs of students, significantly enhancing their learning outcomes and engagement. As comprehensive reforms in higher education deepen, the construction of “ideological and political education in the curriculum” gradually assumes a strategically crucial position, aiming to instill socialist core values in students and strengthen the integration and guidance of ideological and political education throughout the teaching process. The integration of ideological and political education with blended learning is not only an intrinsic requirement of educational reform but also an effective approach to enhancing the quality and level of ideological and political education in the curriculum. Such integration can render ideological and political education more tailored to students’ realities, augmenting its pertinence and efficacy, thereby providing robust support for nurturing well-rounded socialist builders and successors who possess moral, intellectual, physical, and aesthetic qualities. Thus, exploring new models and strategies for the construction of “ideological and political education in the curriculum” under the purview of blended learning not only holds significant theoretical value but also bears profound practical significance.

2. The Basic Model of Blended Learning

Blended learning represents a pedagogical approach that intertwines traditional face-to-face classroom instruction with contemporary information technology tools. It endeavors, through a seamless fusion of online and offline modalities, to enhance both teaching effectiveness and student learning experiences. This approach underscores flexibility and learner-centeredness, effectively amalgamating diverse resources and methods to foster a more personalized and interactive learning process. Within the scope of blended learning, the amalgamation of online and offline instructional modes in the practical exploration of “course-based ideological and political education” in higher education no longer merely entails a superficial physical juxtaposition but rather pursues profound integration. Within this framework, educators utilize online platforms to disseminate preparatory materials, video lectures, and discussion prompts, followed by in-depth discussions, case analyses, and speculative exercises in face-to-face sessions. Such instructional arrangements not only extend the temporal and spatial dimensions of learning but also enhance its specificity and efficacy. Online learning offers autonomy and flexibility, while offline instruction strengthens interaction between educators and learners and deepens comprehension of knowledge. The incorporation of technology is a pivotal component of blended learning. Modern information technologies such as Learning Management Systems (LMS), cloud-based document sharing, online assessment tools, and even AI tutoring assistants effectively support the implementation of blended learning. Through these technological means, educators can track students’ learning progress in real time and adjust teaching strategies promptly, while students can choose suitable learning paths according to their individual pace and style. For instance, utilizing intelligent data analysis, personalized learning recommendations and resources can be provided based on students’ learning outcomes and behaviors, thereby promoting active learning and self-improvement. The selection and utilization of teaching resources and platforms constitute another crucial pillar of successful blended learning. Effective resource integration can provide students with abundant learning materials and activities, while appropriate platforms serve as venues for the smooth conduct of these instructional activities. For universities, selecting resources and platforms that align with the content and objectives of “course-based ideological and political education” is

paramount. This encompasses not only the quality and suitability of content but also the stability, interactivity, and user-friendliness of platforms. For example, open-source Learning Management Systems like Moodle have become the preferred choice for many universities due to their high customizability and robust community support [1]. Additionally, educators can enhance student motivation and engagement by integrating various online resources such as MOOCs, micro-courses, social media tools, and other online platforms.

Through exploration and practice in these three aspects, it is evident that the application of blended learning in the construction of “course-based ideological and political education” in higher education is an effective path that aligns with educational trends and meets the personalized learning needs of students. This approach not only improves teaching effectiveness and fosters interaction between educators and students but also stimulates students’ interest in learning and their critical thinking abilities. In the future, with the continuous advancement of educational technology and further innovation in teaching philosophies, blended learning will play an even greater role in the construction of “course-based ideological and political education” in higher education, providing solid support for nurturing well-rounded socialist builders and successors.

3. Overview of the Construction of “Curriculum Civics” in Higher Educational Institutions

3.1. Objectives and Values of Curriculum Civics

In contemporary educational realms, the construction objectives of “ideological and political curriculum” are specific and diverse, primarily focusing on cultivating the epochal individuals responsible for the rejuvenation of the nation. This pedagogical approach emphasizes the intimate fusion of theory and practice. By integrating ideological and political education into professional instruction, students not only acquire specialized knowledge but also develop a profound understanding and allegiance to the socialist core values. Furthermore, “ideological and political curriculum” endeavors to achieve an organic unity of knowledge impartation and value guidance. Teachers, no longer mere transmitters of knowledge, transform into shapers of values during the teaching process. Employing various pedagogical methods such as case analysis and situational simulation, they enable students to experience and comprehend the practical significance of socialist core values while tackling problems. Moreover, this instructional strategy underscores the cultivation of students’ critical thinking abilities. When discussing various social, historical, and cultural issues, teachers guide students to not only learn how to pose questions but also how to ponder them, how to analyze problems from multiple perspectives and dimensions, thus fostering independent judgment and thinking abilities. Through this approach, “ideological and political curriculum” not only imparts knowledge but also educates students on how to become responsible citizens with critical thinking skills [2].

3.2. Core Values of Curriculum Civics

In the current wave of educational reforms in academia, the essence of ideological and political education is manifested in multiple facets. It reinforces the educative function of higher education. Traditional ideological and political education mainly relies on theoretical lectures, while ideological and political curriculum integrates

political theory with professional knowledge, rendering it an intangible form of education that is more readily embraced by students. Furthermore, ideological and political curriculum fosters students' understanding and identification with the core socialist values. By integrating the education on core socialist values into their professional learning, students not only acquire professional skills but also deepen their sense of responsibility and mission to the nation and society, thereby enhancing their recognition and acceptance of the core socialist values. Ideological and political curriculum plays a pivotal role in enhancing students' overall quality. Through the practice of ideological and political curriculum, students can cultivate critical thinking, innovation awareness, and problem-solving abilities while exploring professional knowledge. This not only benefits students' personal growth but also actively contributes to the cultivation of high-quality talents urgently needed by society. Moreover, the practice of ideological and political curriculum contributes to the construction of a harmonious campus culture. It promotes mutual understanding and respect among students through comprehensive and in-depth values education, enhances collective consciousness and team spirit, laying a solid foundation for the creation of a positive, harmonious, and inclusive campus culture.

3.3. The Current Situation of the Implementation of Curriculum Civics in Colleges and Universities

In the realm of hybrid education, the implementation of ideological and political education in university courses presents various challenges and issues. Primarily, it needs to be highlighted that there is insufficient depth and breadth in the integration of course content with ideological and political education. Despite the widespread recognition of the significance of ideological and political education in universities, the actual implementation often falls short, with many courses remaining at the surface level of knowledge transmission, lacking profound ideological and political education content. This leads to students' perception of ideological and political education often being superficial, making it difficult to resonate in the classroom and even harder to apply in practice. Furthermore, there is a disparity in the capabilities of teachers in ideological and political education. Presently, some educators lack a deep understanding of ideological and political education, coupled with a deficiency in effective teaching methods and approaches. Additionally, some subject-specific instructors perceive ideological and political education as separate from the teaching of professional knowledge, leading to a misconception that significantly impacts the effectiveness of ideological and political education course development. Moreover, insufficient investment in resources for ideological and political education course development is another significant constraint on its progress. Despite the substantial need for financial and human resources to support the development of ideological and political education courses, the reality is that universities fall far short in this regard. This results in slow updates to teaching materials, outdated teaching facilities, and an inability to meet the demands of ideological and political education teaching. Concerning the construction of ideological and political education courses under the hybrid teaching model, some universities lag behind in leveraging modern information technology to assist in teaching, thus failing to fully utilize online resources and platforms. This diminishes the interactivity and appeal of ideological and political education courses, consequently affecting student learning outcomes and the breadth of teaching. Lastly, the evaluation mechanism for ideological and political education in university courses remains imperfect. The current evaluation system often excessively emphasizes the assessment of theoretical knowledge while

overlooking the practicality and applicability of ideological and political education. The lack of effective evaluation criteria and methods makes it challenging to comprehensively and accurately reflect students' achievements in ideological and political education, thus hindering the provision of scientifically sound feedback and adjustment bases for ideological and political education course development [3].

4. Strategies for the Construction of Curriculum Civics in the Perspective of Blended Learning

4.1. Integrating Online Resources and Field Practices

In the vista of current blended learning, amalgamating online resources abolishes the constraints of time and space on knowledge acquisition, while hands-on experiences enable students to immerse themselves in and apply these insights, thereby fostering their practical and problem-solving capabilities. To effectively enact this strategy, universities need to establish a comprehensive online learning platform encompassing features such as video lectures, interactive discussion forums, and digital libraries, enabling students to access requisite knowledge anytime, anywhere. Through a diverse array of instructional resources, students can forge a robust foundation of knowledge during the theoretical learning phase. Subsequently, teaching teams must devise corresponding hands-on activities closely aligned with the content of online courses, allowing students to apply theoretical knowledge acquired online to real-life scenarios, thereby deepening their understanding and mastery through practice. Teachers should continually adjust online instructional content based on feedback from hands-on activities, facilitating a symbiotic interaction between online resources and practical experiences. The mode of instructional assessment should also transition from solitary theoretical evaluations to assessments that integrate theory with practice, encouraging students to translate theoretical knowledge into problem-solving skills [4]. Throughout this process, the role of teachers evolves from traditional purveyors of knowledge to guides of student learning and orchestrators of practical experiences. They must not only excel in online teaching techniques but also be adept at designing and managing challenging hands-on projects, guiding students in learning through practice and growing through their studies.

4.2. Enhanced Interactive and Collaborative Learning

In the contemporary landscape of diversified education, the reinforcement of interactive and collaborative learning stands not only as an effective strategy for enhancing students' comprehensive abilities but also as a pivotal means for deepening the ideological and political education within the curriculum. This strategy advocates for more frequent interactions among teachers and students, as well as peer-to-peer collaborations, aiming to bolster students' critical thinking and problem-solving prowess. Ideally, it fosters a heightened sense of social responsibility and collective consciousness among students. In practical implementation, the hybrid teaching model engenders richer possibilities for such interactive collaboration. By blending online and offline components, educators can craft diverse interactive segments. For instance, online forums and discussion groups facilitate sustained post-class discussions, while offline activities like group discussions or role-playing exercises allow students to hone their communication and cooperation skills in authentic exchanges. Leveraging the data analysis capabilities of online platforms, instructors

can continuously adjust and optimize teaching strategies to ensure alignment with the objectives of both teaching activities and ideological education. Case study analysis emerges as an effective pedagogical approach in practice. Educators can select cases imbued with profound social significance, guiding students in group discussions to analyze ethical dilemmas, social responsibilities, and personal choices embedded within these cases. Furthermore, teachers can employ a method wherein students are divided into interest groups, enabling them, under the guidance of instructors, to autonomously select research topics and delve into them deeply. This approach not only enhances students' enjoyment of learning but also heightens their sensitivity and responsibility towards societal issues. In this process, educators transcend the role of mere knowledge disseminators, assuming the roles of guides and coordinators. Through continuous adjustments in teaching methods and content, coupled with real-time teaching feedback, instructors can precisely tailor personalized guidance to students, thereby enhancing both the interactivity of teaching and students' engagement. The flexibility and openness inherent in this teaching model ultimately facilitate the deepening and broadening of the ideological and political education.

4.3. Establishment of Personalized Learning and Feedback Mechanisms

In the realm of hybrid education at higher institutions, the essence of personalized learning and feedback mechanisms lies in discerning the individual learning traits and requisites of each student, followed by furnishing tailored pedagogical support accordingly. The execution of this strategy necessitates harnessing cutting-edge educational technologies to amass students' performances and responses throughout the learning journey. For instance, through online learning platforms, educators can promptly gauge students' grasp of specific course content and their learning trajectories. Based on these data, educators can delve into thorough analysis, pinpointing the challenges and hurdles encountered by students during their learning odyssey. Such targeted data analysis not only aids educators in understanding students' weaknesses and strengths but also enables them to adapt teaching methodologies and content based on each student's unique circumstances. For instance, for students with shaky foundations in basic knowledge, educators can furnish supplementary review materials and exercises, whereas for swiftly progressing students, recommending more advanced learning resources can sustain their interest and offer challenges [5]. Another pivotal aspect entails establishing effective feedback mechanisms. Feedback should not only be timely but also concrete and constructive, aiding students in delineating their current learning efficacy and future improvement directions. Educators can dispense personalized learning feedback and guidance through means such as email correspondence, online discussions, or periodic one-on-one video exchanges. The creation of a personalized learning environment further hinges on institutional support, including provisions of requisite technological devices and software, alongside furnishing relevant training to educators, empowering them to adeptly wield educational technology tools and implement personalized teaching methodologies.

4.4. Interdisciplinary Integration and Comprehensive Literacy Development

Interdisciplinary integration entails the dissolution of traditional disciplinary boundaries, fostering the complementary fusion of diverse disciplinary knowledge and skills to enrich pedagogical content and achieve knowledge synthesis. Meanwhile, the cultivation of holistic literacy emphasizes the comprehensive enhancement of

students' cognitive, moral, aesthetic, and psychosomatic faculties, enabling them to meet the complex demands of future society. Implementing strategies for interdisciplinary integration and holistic literacy cultivation within a blended learning model necessitates the restructuring of curriculum frameworks by educational practitioners. By synthesizing resources from various disciplines and devising interdisciplinary projects that encompass both specialized knowledge and relevance to societal issues and students' daily lives, educators can enhance the specificity and practicality of learning. Subsequently, teachers should design flexible and diverse instructional activities, leveraging both online and offline resources to create scenario-based, problem-oriented learning environments. Through methods such as case studies, role-playing, and group discussions, students engage in interdisciplinary knowledge integration and enhance their problem-solving abilities while addressing real-world issues. For instance, when discussing environmental conservation, incorporating knowledge from ecology, economics, ethics, and other disciplines enables students to comprehend and explore solutions from multiple perspectives. Moreover, an assessment and feedback mechanism is indispensable. Regular project presentations and peer reviews provide students with concrete and timely feedback, aiding them in recognizing their progress and shortcomings in knowledge integration and literacy enhancement. Simultaneously, this fosters greater student engagement in the learning process, bolstering initiative and autonomy in learning endeavors.

4.5. Teacher Professional Development and Teaching Innovation Support

In the realm of hybrid education, the imperative for higher education institutions to fortify the “ideological and political education in the curriculum” (CPC education) resonates profoundly in nurturing both the professional growth of educators and fostering pedagogical innovation. To foster educators' professional advancement, universities may establish specialized training initiatives, hosting regular blended workshops and seminars. Through these endeavors, educators can assimilate the latest educational paradigms, instructional techniques, and their integration within ideological and political education courses. Moreover, universities can forge partnerships with other educational entities or enterprises, enlisting external experts for discourse and mentorship, thereby broadening educators' perspectives and enhancing the ingenuity and foresight of their pedagogy. On the front of pedagogical innovation support, universities need to cultivate a nurturing educational ecosystem. This encompasses provisioning state-of-the-art teaching aids, a platform for resource sharing, and streamlined technical support services. These supportive measures empower educators to seamlessly design and execute innovative teaching activities, such as leveraging virtual reality (VR) technology for historical reenactments or utilizing online collaborative tools for group discussions among students. Furthermore, encouraging educators' engagement in pedagogical research and practice stands as a pivotal facet in propelling their professional development and pedagogical innovation. Educators can delve into and articulate novel ideas and methodologies in ideological and political education through avenues like scholarly paper composition and participation in academic conferences [6]. This endeavor not only augments educators' individual scholarly standing and influence but also catalyzes knowledge renewal and technological advancement across the educational domain.

5. Conclusions

Facing the challenges and requirements of the information age on higher education, the blended teaching model has demonstrated its unique advantages and feasibility in the construction of “Course Ideological and Political Education” in universities. By effectively combining theory and practice, it undoubtedly can inject new vitality into ideological and political education in universities, enhance students’ core literacy, and cultivate more high-quality talents for building a harmonious society. In the future, universities should continue to optimize blended teaching resources and platforms, strengthen the construction of the teaching staff, and enhance teachers’ ability to teach informatization. Teachers should pay attention to student feedback, establish a more flexible and diverse teaching evaluation system, and ensure the effectiveness and practicality of teaching activities. Universities also need to strengthen interdisciplinary integration and collaboration, cultivate students’ comprehensive literacy and innovation ability, and lay a solid foundation for students’ future development. Ultimately, through the organic combination of blended teaching and ideological and political education, universities will face the new challenges of education and teaching with more confidence, and cultivate outstanding talents who can meet the requirements of the new era.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] Xifeng, W.; Hui, G.; Jing, H. Exploration and Practice of the Construction of College Curriculum Civics Based on the Concept of OBE. *Curriculum and Teaching Methodology*, 2024, 7(2), 255-259.
- [2] Du, X.; Chen, H.; Yang, H. et al. Transformation of digital-based efficacy for the construction of a deep-learning-based sports course on civics and politics. *Applied Mathematics and Nonlinear Sciences*, 2024, 9(1), 125-128.
- [3] Liu, Y.; Liu, S.; Zhang, J. et al. The Path of Digital Construction of Civics and Politics in Professional Course Curriculum of Higher Vocational Colleges and Universities Based on the Concept of OBE. *Applied Mathematics and Nonlinear Sciences*, 2024, 9(1), 112-114.
- [4] Huang, G. The Construction of “Party Building + Curriculum Civics” Education Model for Chinese Grassroots Party Organizations in the Context of “Internet+”. *Applied Mathematics and Nonlinear Sciences*, 2024, 9(1), 97-100.
- [5] He, T.; Dong, T. Research on the Application of Red Music in the Construction of Curriculum Civics Based on the Knowledge Dissemination Model. *Applied Mathematics and Nonlinear Sciences*, 2024, 9(1), 104-110.
- [6] Shi, R.; Shi, J.; Zhang, R. Research on the Integration of Curriculum Civics and Politics Construction into the High-Quality Talent Cultivation System for Rural

Revitalization in the Internet Era. *Applied Mathematics and Nonlinear Sciences*, 2024, 9(1), 414-418.



© 2024 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)