

Research on the Teaching Design of Ideological and Political Theory Course in Application-oriented Undergraduate Colleges

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Abstract:

This paper examines the current status and challenges of Ideological and Political Theory course in application-oriented undergraduate universities, analyzing underlying issues such as insufficient student motivation, limited diversity in teaching methods, and the weak integration of theory and practice. The study conducts an in-depth analysis across three dimensions: student engagement, teachers' innovation capacity, and teaching management system. It proposes solutions including innovative teaching approaches, optimized curriculum content, diversified teaching methods, enhanced practical teaching links, improved evaluation systems, and strengthened teachers' teaching capabilities. Through empirical case validation, these reform measures demonstrate effectiveness in increasing student interest and classroom participation, improving teaching quality, and achieving curricular educational objectives. This research provides valuable insights for the teaching design of Ideological and Political Theory course in higher education and contributes to the cultivation of well-rounded talents with morality, intelligence, physical, aesthetic and labor education development.

Keywords:

Ideological and Political Theory Course, Instructional Design, Teaching Reform, Curriculum Optimization, Practical Teaching

1. Introduction

In the higher education system of the new era, application-oriented undergraduate universities bear the important mission of cultivating high-quality applied talents who meet the needs of social development. Ideological and Political Theory course serves as the core course of the ideological and political education system in universities, playing an irreplaceable role in guiding young students to establish correct worldviews, outlooks on life, and values [1]. However, some universities are currently

face challenges such as students' lack of interest in learning, the routinization of teaching methods, and the disconnection between theory and practice in delivering this course. These issues hinder the deep internalization for Ideological and Political Theory course in application-oriented undergraduate institutions. Such research not only enhances the teaching quality of the course but also strengthens students' understanding and identification with the core of Ideological and Political Theory course[2]. Furthermore, it provides valuable insights for the reform of Ideological and Political Theory course in higher education, promoting the innovative development of ideological and political education.

2. The Current Status and Issues of Course Teaching

(1) The students' interest and participation in learning are insufficient. In some application-oriented undergraduate colleges, students have a lower interest in studying Ideological and Political Theory course. They consider the content of the course to be relatively abstract and theoretical, not closely related to their professional studies and real-life experiences, which lead to a lack of enthusiasm for learning. In class, students don't actively participate in discussions or show enthusiasm when answering questions, which result in a dull classroom atmosphere. This learning state directly affects the students' understanding and mastery of the course content, making it difficult to achieve the teaching goal of making the course truly internalized and understood.

(2) The teaching methods and means are monotonous. At present, in the teaching of Ideological and Political Theory course at application-oriented undergraduate universities, the traditional lecture method is still the main approach. Teachers impart knowledge unilaterally in the classroom, and students are in a passive state of acceptance. This one-way teaching method greatly limits the students' subjective initiative and hinders their in-depth thinking and thorough understanding of the course content. In addition, the modernization process of teaching methods is lagging behind, the utilization of multimedia teaching resources is insufficient, and the teaching form lacks diversity. This makes it difficult for traditional methods such as case teaching, group discussions, and practical teaching to meet the growing diverse learning needs of students.

(3) The integration of theory and practice is not sufficiently close. Ideological and Political Theory course is rich in practical connotations and closely connected with social realities. However, during the actual teaching process, some teachers do not pay enough attention to the integration of theory and practice. The teaching content is limited to the explanation of textbook knowledge, lacking analysis and discussion of real-world issues. This results in students having difficulty connecting theoretical knowledge with real life, and they cannot deeply understand the practical significance and guiding role of this thought. This disconnection between theory and practice affects the effectiveness of course teaching, making it difficult for the course to penetrate deeply into the hearts of the students and achieve the desired teaching goals.

(4) The teaching evaluation system is not sufficiently comprehensive. At present, the teaching evaluation of Ideological and Political Theory course in application-oriented undergraduate colleges mainly relies on final examination scores, with a relatively singular evaluation method, making it difficult to fully reflect students' understanding and mastery of the course content. This outcome-oriented evaluation method tends to lead students to focus excessively on examination scores during the

learning process, neglecting reflection and practice, which is not conducive to the improvement of students' comprehensive quality and the realization of the course's internalization and memorization.

3. The Causes of Problems Arising in Course Teaching

3.1. Student level

(1) Students have cognitive biases. Some students underestimate the importance of Ideological and Political Theory course and believe that it is not closely related to professional learning and future development, considering it a non-essential course, and therefore neglect its study. This cognitive bias leads to a lack of enthusiasm and initiative in students during the learning process, making it difficult for them to truly engage in course learning [3].

(2) Students are differences in learning foundations. There is a significant disparity in cultural foundation and learning ability among students enrolled in application-oriented undergraduate programs when they enter university. This is partly due to the lack of emphasis on ideological and political courses in high school, resulting in weak foundational knowledge. Upon entering university, these students find it difficult to study Ideological and Political Theory course, which often leads to fear of difficulty and affects learning outcomes.

3.2. Teacher level

(1) Teacher's teaching concepts lag behind. Some teachers' teaching concepts have not kept pace with the requirements of ideological and political education in colleges and universities in the new era, still adhering to traditional teaching models, focusing on knowledge transmission, and neglecting the students' dominant position and comprehensive quality cultivation. This lag in teaching concepts leads to difficulties for teachers in using diversified teaching methods and means in the teaching process, unable to fully motivate students' learning enthusiasm and initiative [4].

(2) Teacher's teaching capacity is insufficient. Ideological and Political Theory course is rich in content and highly theoretical, posing high demands on teachers' teaching abilities. However, some teachers face challenges such as a lack of diversity in teaching methods, outdated teaching techniques, and failure to update teaching content in a timely manner during instruction. This makes it difficult for them to transform complex theoretical knowledge into easily understandable and vivid expressions. In addition, some teachers lack exploration and practical experience in course practical teaching, making it challenging to integrate theory with practice closely, thereby negatively affecting the effectiveness of course teaching.

3.3. Teaching management level

(1) The teaching resources investment are insufficient. In the teaching of Ideological and Political Theory course, applied undergraduate universities still lack investment, which is specifically manifested in tight teaching funds, leading to outdated teaching facilities and equipment, and a scarcity of multimedia teaching resources. Additionally, the construction of practical teaching bases is progressing slowly, making it difficult to meet the needs of students for practical learning. These factors all restrict the advancement of curriculum teaching reforms and the improvement of teaching quality.

(2) The teaching evaluation mechanism is not perfect. At present, the teaching evaluation of Ideological and Political Theory course in colleges and universities mainly relies on students' examination results, lacking evaluation of students' learning process and comprehensive assessment of teachers' teaching process [5]. This imperfect teaching evaluation mechanism makes it difficult to effectively guide and motivate teachers' teaching behavior and students' learning behavior, which is not conducive to the reform of course teaching and the improvement of teaching quality.

4. The Curriculum is Designed in the Heart and Mind Courses

4.1. Innovating teaching philosophy and highlight the student-centered approach

(1) Establishing a student-centered teaching philosophy. Teachers should transform traditional teaching concepts and establish a student-centered teaching philosophy, fully respecting the students' principal status, and paying attention to their learning needs and interests. In the teaching process, teachers should actively guide students to explore knowledge proactively, ignite their passion and motivation for learning, and ensure that every student can become a shining protagonist on the classroom stage.

(2) Strengthening the awareness of teaching objectives. In the teaching process, teachers should clarify the teaching objectives of Ideological and Political Theory course, not only focusing on the transmission of knowledge, but also on guiding students' thoughts, cultivating their abilities, and shaping their values. Through the design and implementation of teaching activities, guide students to deeply understand the rich connotations and spiritual essence of Ideological and Political Theory course and enhance students' confidence in the path, theory, system, and culture of socialism with Chinese characteristics[6].

4.2. Optimizing teaching content to enhance the attractiveness of the course

(1) Selecting and highlighting teaching content and key points. Teachers should carefully select and integrate the teaching materials of Ideological and Political Theory course based on the actual situation of students in application-oriented undergraduate universities and the requirements of teaching objectives. In the process of teaching, it is necessary to focus on explaining the core contents such as "life outlook", "values", "moral outlook" and "legal outlook", while exploring their connotations and reveal their far-reaching significance to deeply explore their connotations and reveal their profound significance. Moreover, for the doubts and difficulties students encounter in their quest for knowledge, detailed analysis and patient answers should be provided to help them better grasp and internalize the course content.

(2) In light of practical applications, enhance the sense of the times and realism of the course. Ideological and Political Theory course possesses distinct characteristics of our times and practical value. During the teaching process, teachers should closely integrate current domestic and international situations and social hot issues, combining theory with practice, guiding students to use their knowledge to analyze and solve real-world problems. For instance, when explaining the people-centered development concept, actual cases such as poverty alleviation can be integrated, allowing students to deeply understand the significant role and practical significance of this concept in practice, thereby enhancing students' sense of identification and appeal to the course content.

4.3. Enriching teaching methods and means to stimulate students' interest in learning

(1) Employing a variety of teaching methods. Teachers should apply multiple teaching methods based on different teaching content and student characteristics, such as the lecture method, case teaching method, group discussion method, situational simulation method, and practical teaching method. Through diverse teaching methods, students' interest and enthusiasm for learning can be stimulated, and the effectiveness of classroom teaching can be improved. For example, when explaining content related to Comprehensively deepening reforms, the case teaching method can be adopted by selecting some representative reform cases, such as the technological system reform demonstrated in Two Research Project Applications or the Changes in the ecological environment [7]. Guiding students to analyze and discuss these cases allows them to deeply understand the importance and necessity of comprehensive deepening of reforms through case analysis.

(2) Making full use of modern information technology means. With the continuous development of information technology, modern teaching methods such as multimedia teaching and online teaching provide new opportunities for Ideological and Political Theory course in colleges and universities. Teachers should actively embrace these modern information technology means, continuously enrich the teaching resource library, and bravely explore novel teaching forms. For example, creating exquisite multimedia courseware, organically combining various elements such as text, images, audio, and video can enhance the vividness and interest of classroom teaching. Using online teaching platforms to conduct online discussions, tests, assignments broadens students' learning channels and improving students' learning efficiency.

4.4. Strengthening practical teaching links to promote the integration of theory and practice

(1) Improving the practical teaching system. Applied undergraduate universities should establish and improve the practical teaching system for Ideological and Political Theory course, clarifying the objectives, content, and forms of practical teaching. The content of practical teaching covers a variety of forms, including social research, visits and inspections, volunteer services, internships, and training. Through these practical activities, students can personally experience the vivid manifestation of Ideological and Political Theory course in practice, thereby deepening their understanding and recognition of the course content.

(2) Strengthening the construction of practical teaching bases. Universities should enhance cooperation with government departments, enterprises, institutions, and communities to establish a number of stable practical teaching bases [8]. The construction of practical teaching bases aims to broaden students' practical channels and platforms, enabling them to hone their abilities and accumulate wisdom through practice. For instance, organizing students to visit and study at red educational bases to experience the fighting spirit of revolutionary predecessors, conducting internships at enterprises to understand the application of national development strategies in actual production, and carrying out volunteer service activities in communities to practice the people-centered development philosophy. Through these practical activities, students can closely integrate theoretical knowledge with real life, enhancing the practicality and effectiveness of the curriculum.

4.5. Improving the teaching evaluation system to promote the enhancement of teaching quality

(1) Establishing a diversified teaching evaluation index. Applied undergraduate colleges and universities should establish a diversified and scientifically reasonable teaching evaluation system for Ideological and Political Theory course. The evaluation indicators should comprehensively consider various factors such as students' exam scores, learning attitudes, classroom participation, contributions to group discussions, the quality of practical reports, and the completion of homework. Through diversified evaluation indicators, a comprehensive and objective reflection of students' understanding and mastery of the course content, as well as the teaching effectiveness of teachers, can be achieved.

(2) Strengthening procedural evaluation. Teaching evaluation should focus on the combination of procedural and outcome evaluation, with primary emphasis on procedural evaluation. Teachers should track and evaluate students' learning processes throughout the teaching process, stay informed about students' learning situations, identify issues that arise during their learning, and provide targeted guidance and assistance. For example, by using methods such as classroom questioning, group discussions, and homework correction, teachers can evaluate students' learning processes, provide timely feedback on their progress and any problems, guide students in adjusting their learning methods and strategies, and enhance learning outcomes.

(3) Introducing a student evaluation mechanism. Students are the main participants in course learning, and their evaluations are of significant importance for improving teaching. Higher education institutions need to establish a student evaluation mechanism for teachers, regularly organizing students to evaluate teachers in terms of teaching attitude, methods, content, and effectiveness. Teachers should take students' evaluation feedbacks seriously, promptly summarize experiences and lessons, improve teaching methods and approaches, and enhance teaching quality. At the same time, school administrative departments should also reward or address teachers' teaching performance based on the results of student evaluations, motivating teachers to continuously improve their teaching standards.

4.6. Strengthening the construction of teaching staff and enhance teachers' teaching abilities

(1) Enhancing teachers' political literacy and theoretical level. Teachers of Ideological and Political Theory course should possess a high level of political literacy and a solid theoretical foundation. Higher education institutions should regularly organize political studies and theoretical training for teachers to deepen their understanding of essence of Ideological and Political Theory course and improve their political literacy and theoretical level. At the same time, teachers are encouraged to actively engage in academic research and write high-quality papers and monographs to continuously enhance their personal academic achievements and theoretical cultivation.

(2) Strengthening the training of teachers' teaching abilities. Higher education institutions should focus on enhancing the teaching skills of teachers of Ideological and Political Theory course. Various methods such as teaching observation, discussion, and competition, should be used to promote the exchange of experiences and mutual learning among teachers. At the same time, experts and scholars with rich teaching experience should be invited to provide guidance and training, helping teachers

master advanced teaching concepts, methods, and tools to enhance their teaching abilities and levels.

(3) Encouraging teachers to carry out teaching reform and innovation. Higher education institutions should encourage teachers of Ideological and Political Theory course to actively engage in teaching reform and innovation. Teachers should be supported in applying for teaching reform projects and exploring teaching models and methods suitable for the characteristics of students in application-oriented undergraduate colleges. For teachers who achieve significant results in teaching reform, institutions should provide recognition and rewards to stimulate their enthusiasm and initiative in participating in teaching reform.

(4) Establishing a mechanism for teachers' practical training. To strengthen the cultivation of teachers' practical abilities, colleges and universities should build a practical training system for teachers of Ideological and Political Theory course. Teachers should be regularly assigned to government departments, enterprises, institutions, and communities for on-the-job training or research studies, allowing them to gain a deeper understanding of actual social conditions and national development trends. This will enrich teachers' practical experience and teaching materials, helping them better integrate theory with practice and enhance the precision and effectiveness of course instruction.

5. The Practical Application of Curriculum and Mind-based Teaching Design Cases

5.1. Case background

The teaching of taking an application-oriented undergraduate university as an example, in the teaching Ideological and Political Theory course, in response to issues such as low interest in learning, monotonous instructional methods, and the disconnection between theory and practice, active exploration of reform paths has been conducted. Measures such as adopting innovative teaching concepts, optimizing content, enriching approaches, strengthening practical components, and improving the evaluation system have been taken to strive for the teaching goal of making the course deeply rooted in the hearts of the students.

5.2. Practical measures

(1) Innovating teaching concepts, emphasizing students' dominant position. In the teaching process, teachers establish a student-centered teaching philosophy, fully respecting students' dominant position and focusing on guiding them to actively participate in learning. For example, instructors stimulate interest and enthusiasm by designing problem-based scenarios and facilitating group discussions, enabling students to deepen their understanding through independent analysis and collaborative learning. Teachers also cultivate critical thinking and innovation skills by encouraging students to articulate original perspectives on course content, fostering an interactive classroom environment.

(2) Optimizing teaching content to enhance the course appeal. Teachers meticulously select and integrate the teaching content of Ideological and Political Theory course, emphasizing key and challenging concepts. Simultaneously, they incorporate contemporary social issues and real-life cases of students to improve the relevance and practical guiding significance of the course. For instance, when

discussion ecological civilization construction, teachers introduce current ecological and environmental challenges, such as air pollution and water contamination, guiding students to reflect on practicing green development concepts and protecting the environment. Through practical applications, students have a deeper understanding of ecological civilization construction, significantly enhancing the the course appeal.

(3) Enriching teaching methods to stimulate students engagement. Teachers employ diverse instructional approaches, including case-based teaching, group discussion, and scenario simulation, while leveraging modern information technology means to expand teaching resources and innovate teaching formats. For example, when explaining the comprehensive advancement of law-based governance, teachers utilize legal publicity videos, simulated courts, and other interactive methods to immerse students in dynamic learning scenarios, helping them grasp the significance and specific requirements of rule of law. Additionally, teachers use online platforms to carry out online discussions, online tests, and other activities, broadening learning channels and improving learning efficiency [9].

(4) Enhancing practical teaching components to facilitate theory-practice integration. The study emphasizes the importance of practical teaching in Ideological and Political Theory course, advocating for the establishment of a comprehensive practical teaching system and the strengthening of practical teaching system and the strengthening of practical teaching bases [10]. For example, the school organizes student visit to local red education bases and implement thematic educational activities such as "Inheriting Red Legacy and Fulfilling Original Mission". Additionally, students participate in enterprise internships to observe the implementation of new development concepts and engage in community volunteer services to practice people-centered development principles. These practical activities enable students to effectively connect theoretical knowledge with real-world applications, thereby deepening their comprehension and appreciation of course content.

(5) Refining the teaching evaluation system to improve teaching quality. The research proposes establishing a multidimensional and scientifically rigorous evaluation system for the course, emphasizing the integration of formative and summative assessments. A student evaluation mechanism has been implemented to conduct comprehensive and objective evaluations of teaching effectiveness. For example, teachers monitor students progress through various assessment methods including classroom interactions, group discussions, and assignment feedback, subsequently adjusting teaching strategies based on student input, and adjust their instructional strategies and methods in a timely manner based on students feedback. The school also reward or penalizes teachers based on student evaluation results, incentivizing continuous improvement in teaching quality.

5.3. Practical effectiveness

The implementation of a series of educational reform measures has significantly improved the teaching effectiveness of Ideological and Political Theory course at the school. Student interest in the course has markedly increased, classroom engagement has strengthened considerably, and the learning environment has become more dynamic. Students' comprehension and mastery of the course content have also improved substantially, as evidenced by their excellent performance in examinations and practical reports. Furthermore, students' ideological and political awareness has

been effectively enhanced, with growing confidence in the path, theory, system, and culture of socialism with Chinese characteristics. Additionally, the teaching capabilities and standards have improved significantly, with notable advancements in the flexibility and diversity of teaching methods. The teaching effectiveness have praise from both students and peers.

6. Conclusions

The study on the teaching design of Ideological and Political Theory course in application-oriented undergraduate colleges has significant theoretical value and practical significance. Through an in-depth analysis of the current status and challenges in course teaching, the study examines the underlying causes of these issues and proposes corresponding teaching design strategies. This can provide valuable references and insights for the reform of Ideological and Political Theory course in higher education. In the actual teaching process, colleges should continuously innovate pedagogical concepts, optimize teaching content, diversify teaching methods and approaches, strengthen practical teaching links, improve the teaching evaluation system, and enhance teachers' teaching competencies. These measures aim to achieve the teaching objective of deeply embedding the course content in students' hearts and minds, thereby cultivating socialist builders and successors with firm ideals and convictions, noble moral character, and solid professional knowledge. Moving forward, with the continuous advancement and deepening of ideological and political education in higher education, the teaching design of Ideological and Political Theory course will continue to be refined and developed, playing an increasingly vital role in nurturing outstanding talents for the new era.

Conflicts of Interest

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

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