

Practice and Analysis of OMO Blended Teaching Mode in Ideological and Political Courses in Colleges and Universities

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Abstract:

The OMO teaching model for ideological and political education is a new ecosystem that integrates online digital resources with offline classroom instruction in today's rapidly developing digital age. This multidimensional, transcendent, highly integrated, and highly effective educational approach fundamentally responds to the Ministry of Education's "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses," which calls for "innovating classroom teaching models and promoting the application of modern information technology in ideological and political education." This innovative teaching form provides richer and more comprehensive pathways for ideological and political education. However, it has also begun to reveal some shortcomings in practice, necessitating continuous innovation in teaching content, methods, and forms to better align with theoretical expectations and truly achieve the goal of "technology empowering education," thereby better fulfilling the fundamental purpose of ideological and political education in nurturing virtue and talent.

Keywords:

Ideological and Political Course, OMO Blended Teaching, Practice

1. Introduction

"The digitalization of education is a crucial breakthrough for China to open up new tracks in educational development and shape new advantages in educational advancement." With the rapid development of new-generation information technology and the continuous implementation of the "Internet+" strategy, the field of higher education is also undergoing a digital transformation. The traditional teaching model centered on classroom instruction by teachers is undergoing structural changes. A blended teaching model based on mobile internet, multimedia instruction, and smart terminals, integrating online digital resources with offline physical settings through OMO blended teaching, has gradually become the primary direction for innovation in ideological and political education. This model focuses on "value leadership and technological empowerment" at its core, breaking through the spatiotemporal limitations of traditional ideological and political classrooms, and emphasizing

enhancing the experiential, participatory, and practical aspects of ideological and political education.

2. The Practical Effect of OMO Hybrid Teaching Mode

Currently, universities are continuously advancing the digitalization of education in line with construction requirements. First, they are improving hardware facilities such as multimedia classrooms, smart classrooms, and virtual simulation laboratories, investing funds and technology to build cloud-based teaching resource libraries, including various MOOCs, micro-lectures, VR, AI teaching, and other digital teaching resources, forming a multi-level, comprehensive, and three-dimensional teaching resource matrix. Second, there is an increasing emphasis on the development of online platform resources in ideological and political education, such as smart teaching platforms like Chaoxing Learning Platform, Youke, and Yukan. This helps teachers fully digitize classroom sign-in, group discussions, bullet-screen questioning, classroom interaction, and assignment submission, enhancing student participation and ensuring teaching quality. Additionally, it enables deep monitoring, analysis, and application of learning behavior data outside of class. Teachers can view students' video viewing duration, hot topics discussed in the discussion area, and completion status of exercises in real-time through online platforms, identifying and analyzing student thought dynamics to establish multi-dimensional learning situation analysis. This allows for personalized targeted guidance and the creation of a real-time synchronized online learning space for both teachers and students. Finally, in ideological and political education, teaching models are constantly being innovated. For example, relying on online smart teaching platforms, a three-dimensional teaching design is established: online preview + classroom discussion + offline practice. This extends traditional classrooms into a complete closed-loop learning process that includes pre-class knowledge acquisition, in-class content deepening, and post-class consolidation and improvement. This new blended education model helps create a comprehensive, multi-dimensional, transcending-time and-space, and highly interactive new ecosystem for ideological and political education.

In the practice of promoting the blended teaching mode of ideological and political courses in higher education, the advantages of this teaching mode are gradually emerging, which can be divided into the following five aspects:

2.1. Hybrid teaching flexibly integrates online learning and offline classroom, taking into account classroom effectiveness and experience

Online teaching can provide students with ample flexibility, allowing them to freely choose their time and space for learning. This facilitates fragmented learning and self-study outside of class hours. In contrast, during offline classroom instruction, teachers focus on key and difficult points, gauging students' real-time understanding through discussions in class. They then guide and encourage thinking in a targeted manner, emphasizing personalized Q&A sessions and in-depth discussions. This approach continuously strengthens teacher-student interaction, emotional engagement, and practical application, avoiding the one-sided lecture format and compensating for the limitations of online interactions.

2.2. Effective integration of resources and diversified learning methods

The blended learning model integrates various online educational resources, such as MOOCs and micro-lectures, high-quality course materials, multimedia tools, and the

use of offline textbooks and teaching aids, helping to create a diverse and multi-dimensional learning environment. At the same time, it features a variety of teaching methods, including online chat interactions, offline group discussions, and field research, which can effectively enhance students' interest and immersive experience in learning.

2.3. Various teaching modes for the cultivation of students' comprehensive ability

In the online learning phase, students need to manage their own study time, effectively manage their learning, and think independently about problems. This helps cultivate and enhance their self-directed learning skills. In contrast, offline classroom learning and practice focus more on students' teamwork, communication, coordination, and problem-solving abilities. At the same time, digital teaching methods help students become proficient in using various learning tools, thereby improving their information literacy and technical application skills.

2.4. Optimization of teaching efficiency by hybrid teaching mode

In offline classroom instruction, teachers no longer need to repeat basic explanations but can focus on tackling key and difficult points, addressing students' practical concerns, and enhancing the effectiveness of classroom teaching. Through learning data recorded on online platforms, such as video viewing time and exercise accuracy rates, teachers can accurately reflect students' learning situations, helping them refine their teaching strategies in real-time and improve teaching outcomes.

2.5. Innovation and transformation of teaching forms

In the OMO blended teaching model, teachers have transformed from mere knowledge transmitters to facilitators of learning, while students have shifted from passive recipients to active constructors. The evaluation system for teaching effectiveness has also evolved from a single focus on exam scores to a multi-dimensional assessment of students' abilities. This educational innovation, driven by digitalization and supported by the blended teaching model, is continuously advancing the overall improvement of ideological and political education in higher education institutions.

3. Problems and Challenges in the Practice of OMO Blended Teaching Mode

However, with the continuous expansion of the application scope of blended teaching mode and the deepening of teaching practice, a number of structural problems have gradually surfaced, mainly reflected in the following dimensions:

In terms of curriculum integration, some ideological and political courses in actual teaching involve the redundant transfer of online platform resources and offline classroom content. The logical structure of knowledge modules, such as video resources, is chaotic and improperly arranged. There is a lack of connection between online previewing and classroom discussions and teaching, leading to disconnection. This results in a severe separation of online and offline teaching resources, making the fragmentation of the actual teaching context increasingly evident.

In terms of technical support, various technical faults such as lag and crash will occur in the use of intelligent teaching platform in colleges and universities. These

need stable technical support and maintenance assistance to solve and provide stable teaching support, which requires certain resources to solve.

From the perspective of teacher competence, some teachers in the practice of blended teaching have used online platforms merely as tools for online sign-in, video uploading, and assignment posting. They fail to skillfully utilize various interactive teaching tools, resulting in insufficient digital teaching capabilities. Additionally, the use of blended teaching models requires teachers to coordinate multiple online teaching platforms and offline classroom design stages during lesson preparation, increasing the burden of lesson planning and hindering the effective integration of multi-module resources.

From the perspective of student adaptation, only a small number of students can achieve good self-directed learning in the implementation of blended teaching models. Most students face adaptation barriers, often procrastinating or perfunctorily completing tasks due to a lack of teacher supervision. They struggle to balance online self-study with in-class learning, leading to issues such as disorganized time management and learning fatigue. Additionally, online text interactions often remain superficial, failing to provide effective judgments on student learning outcomes through face-to-face body language and immediate emotional feedback. This hinders the development of a close teacher-student relationship.

From the perspective of quality evaluation, it is necessary to timely integrate diverse data from both online and offline sources in blended teaching, which represents a more complex assessment system design. However, in practice, the digital transformation of teaching evaluations at various universities is limited. Schools still largely rely on traditional classroom evaluation data for assessing teaching effectiveness, with insufficient utilization of online data. Moreover, subjective scoring predominates, lacking a unified hierarchical evaluation standard.

4. Optimization Path of OMO Blended Teaching Mode

The accumulation of various structural problems about blended teaching is increasingly restricting the release of the advantages of blended teaching. To break through the above problems, it is necessary to establish a “five-in-one” innovation mechanism, which will become an important strategy for the digital transformation of ideological and political teaching in colleges and universities.

4.1. Teachers constantly optimize the design of curriculum system

Teachers are the key implementers of blended teaching model reforms. In teaching, they should base their work on the curriculum outline and aim at learning objectives, systematically planning both classroom and online learning content. They should avoid repetition and overlap in teaching materials, flexibly and orderly arranging the sequence of online and offline teaching content. Targeted instructional design can be applied, combining online foundational knowledge preparation with offline advanced skill development. Before class, they should actively use dynamic data capture systems such as online platform student analysis and AI data monitoring to understand the cognitive baseline of students in various majors. This allows for the creation of tiered resources like micro-courses and mind maps tailored to individual needs, achieving personalized education goals. In classroom instruction, problem chains guide the conduct of teaching activities. By designing thought-provoking questions around core course concepts or frequently asked questions from online

tracking data, group discussions and exchanges can be facilitated. Teachers then transform from mere knowledge disseminators into discussion facilitators by concretizing issues through real-life cases or theoretical frameworks. After the course concludes, emphasis is placed on intelligent feedback of teaching effectiveness, using online platforms for data tracking. Personalized extensions or targeted training can be provided for areas with more learning issues, forming a complete closed-loop teaching model.

4.2. The school strengthens top-level design to ensure resource supply

The school needs to improve its technical support. As the actual promoter of blended teaching models, it should develop a digital transformation strategy based on its own development, clarify goals at each stage, and continuously increase investment in institutional design and resource supply. For example, promoting high-concurrency processing technology in smart classrooms to address issues such as software lag and video live streaming buffering, integrating AI-assisted teaching tools, completing online intelligent Q&A for students and simple homework grading, and enhancing the interactive experience between teachers and students. It should also assist in building resource databases of various types and specialties, such as courseware, case studies, videos, exercises, and VR red-themed exhibition halls, to provide students with personalized learning paths and boost their interest in learning. Ideological and political education courses can actively connect with platforms like MOOCs and Study Strong, forming a national-level blended ideological and political education teaching model ecosystem that combines “online foundational learning + offline social practice + cloud-based achievement display.” At the same time, to ensure the seriousness of ideological and political education content, the school needs to establish an AI content review mechanism to ensure that the use of teaching cases, teacher-student Q&A, and AI Q&A do not deviate from mainstream ideology.

4.3. Constantly improve teachers' teaching quality

In response to the issue of insufficient teaching competence among teachers, schools can conduct targeted training programs, such as those on teaching platform operations, blended learning design, virtual simulation technology application, AI education use, and VR tool usage, continuously enhancing teachers' digital teaching capabilities and optimizing teaching methods and means. Schools should also actively promote interoperability of teaching data across multiple platforms to reduce the burden on teachers from operating on multiple platforms. On the regulatory side, it is necessary to continuously optimize the evaluation and incentive mechanisms for teaching, incorporating digital teaching capability assessments into performance evaluation systems. Additionally, appropriate special funds can be established to support teachers in researching and practicing various blended learning models, continuously improving and advancing the school's digital teaching capabilities.

4.4. Stimulate and arouse students' learning motivation and improve their interest in learning

To address issues such as students' unfamiliarity with platform operations and loss of time management, targeted digital learning literacy training can be conducted. Flexible tiered tasks should be set up to guide students in choosing their own learning paths and content, avoiding resistance to knowledge acquisition. To promptly understand students' concerns, online platforms can add sections for question

discussions and peer learning. Offline, more classroom discussions should be held, along with VR teaching and “murder mystery” activities that students enjoy participating in. Encouraging participation and timely understanding of students’ thoughts can enhance their sense of interaction and belonging.

4.5. Innovate the student evaluation system

In teaching investigation, online learning time, learning effectiveness, platform speech and other behavioral data should be comprehensively included in the data evaluation system, and offline classroom performance and practical images should be implemented to implement a diversified and comprehensive evaluation and assessment method, and constantly optimize the evaluation path and methods.

5. Conclusions

After extensive practice and exploration, the OMO teaching model for ideological and political education has long transcended its traditional “online + offline” initial form. Through various technological innovations and deep integration, it is continuously reshaping the new ecosystem of ideological and political education, supporting the transformation and development of higher education. At the same time, actively addressing and solving the problems faced during the implementation of blended teaching models, proposing various feasible solutions, not only provides reference for the reform of ideological and political courses but also helps better achieve the digital transformation of education, thereby realizing a new ecosystem of intelligent ideological and political education that is “student-centered and value-led.”

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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