

# Exploring the Teaching Model of University Ideological and Political Courses Based on “SPOC+Flipped Classroom”

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## Abstract:

In the context of information-based education, the traditional teaching model of ideological and political courses faces challenges such as low student engagement and weakened teaching effectiveness. This paper takes “SPOC+Flipped Classroom” as an entry point to construct a blended teaching model for university ideological and political courses. Through theoretical analysis and practical verification, it explores the role of this model in enhancing students’ autonomous learning ability, deepening classroom interaction, and strengthening value guidance. Practice has shown that this model can significantly improve the teaching effectiveness of ideological and political courses, providing theoretical reference and practical paths for the reform of university ideological and political courses in the new era.

## Keywords:

SPOC, Flipped Classroom, University Ideological and Political Courses, Blended Teaching, Teaching Reform

## 1. Introduction

Ideological and political theory courses (hereinafter referred to as “ideological and political courses”) are the core courses for universities to implement the fundamental task of fostering virtue through education. However, traditional ideological and political course teaching commonly faces issues such as “one-way indoctrination,” “theory divorced from practice,” and “lack of student subjectivity,” making it difficult to meet the interactive, practical, and personalized learning needs of contemporary college students. With the advancement of educational informatization, the combination of SPOC (Small Private Online Course) and flipped classroom provides new ideas for the reform of ideological and political courses. SPOC relies on online resources to achieve flexibility in knowledge dissemination, while flipped classroom promotes knowledge internalization through offline deep interaction. The integration of the two can effectively address the pain points of traditional teaching. This paper takes the teaching practice of ideological and political courses in a certain university as an example to explore the design, implementation, and optimization path of the

“SPOC+Flipped Classroom” model, with the aim of providing reference for the teaching reform of university ideological and political courses.

## **2. Theoretical Basis of SPOC and Flipped Classroom**

### ***2.1. Characteristics and Advantages of SPOC***

SPOC (Small Private Online Course) is a teaching model that combines online learning with traditional classroom teaching, bringing new changes to the field of education. SPOC typically refers to online courses for specific small groups. Compared with MOOC (Massive Open Online Course), SPOC places more emphasis on small-scale, high-quality interaction, and personalized teaching. The introduction of SPOC in university ideological and political courses can effectively enhance student engagement and learning outcomes. For example, through the SPOC platform, teachers can provide customized learning materials and discussion topics for students, thereby better guiding students to delve into thinking and discussing the core values and moral norms in ideological and political courses. According to the author's survey, student engagement under the SPOC model is significantly higher than in traditional classrooms, indicating that SPOC has significant advantages in improving student enthusiasm and interactivity.

In terms of educational application, the implementation of SPOC requires careful design of course content and teaching strategies to ensure the achievement of teaching goals. The construction of the SPOC platform usually needs to integrate functions such as video lectures, online discussions, real-time Q&A, and assignment submission to support students in autonomous learning before class and in-depth discussion and application in class.

Furthermore, the application of SPOC in education also emphasizes the deep integration of technology and teaching content. Through the SPOC platform, teachers can monitor students' learning progress and understanding in real-time, thereby adjusting teaching plans and content promptly. This data-driven teaching decision-making process helps improve the precision and effectiveness of teaching.

### ***2.2. Core Connotation of Flipped Classroom***

As an innovative teaching model, the origin of flipped classroom can be traced back to the 1990s, but it did not begin to receive widespread attention until 2007 when two chemistry teachers in the United States officially proposed the term "flipped classroom." The core concept of flipped classroom is to shift the "teaching new knowledge" of traditional classrooms to outside of class, while using classroom time primarily for discussion, practice, and deepening understanding. This model requires students to independently learn new knowledge before class through watching video lectures, reading materials, etc., and to deepen their understanding and application of knowledge through group discussions, project assignments, interactive learning, etc. in class. According to the author's survey, flipped classroom can improve student engagement and motivation, thereby enhancing learning outcomes. Students in the flipped classroom model perform better in understanding complex concepts and problem-solving abilities. In addition, the implementation of flipped classroom also prompts a transformation in the teacher's role, from a traditional knowledge transmitter to a learning guide and facilitator, which aligns with the educational concept of "teacher-led, student-centered." In university ideological and political courses, the application of flipped classroom can not only stimulate students' interest

in political theory but also enhance students' critical thinking and value judgment abilities through interaction and discussion.

### ***2.3. Analysis of the Compatibility of "SPOC+Flipped Classroom"***

From the perspective of teaching philosophy, the "SPOC+Flipped Classroom" model emphasizes a student-centered approach, focusing on student subjectivity and engagement, which highly aligns with the teaching goals of university ideological and political courses. Ideological and political courses aim to cultivate students' moral qualities and social responsibility, requiring active participation and proactive thinking from students. This model, through online autonomous learning and offline deep interaction, can fully stimulate students' learning initiative and creativity. From the perspective of teaching content, the "SPOC+Flipped Classroom" model can achieve a combination of fragmented and systematic knowledge points. On the SPOC platform, teachers can create short videos, graphic materials, etc., of the core concepts and important theories in ideological and political courses for students to learn autonomously. In the flipped classroom, teachers can guide students to integrate, apply, and deepen these fragmented knowledge points, forming a systematic knowledge. From the perspective of teaching methods, the "SPOC+Flipped Classroom" model integrates both online and offline teaching methods, providing students with a diverse range of learning resources and environments. Online learning can break through the limitations of time and space, allowing students to access knowledge anytime and anywhere; offline learning can provide face-to-face communication and interaction opportunities for students, enhancing the depth and breadth of learning. This combination of online and offline teaching methods can meet the learning needs and styles of different students, improving teaching effectiveness and learning experience.

In the process of implementing the university ideological and political course teaching model based on "SPOC+Flipped Classroom," the challenges faced are multifaceted. First, imperfect technical facilities may become a significant barrier. Although the level of informatization in higher education in our country is continuously improving, some universities still have deficiencies in hardware facilities and network environments, which directly affect the stability and interactivity of the SPOC platform. Second, the adaptability of teachers and students to the new model is also a challenge. The flipped classroom requires teachers to transition from traditional knowledge transmitters to guides and facilitators, while students need to possess the ability to learn autonomously. According to the author's survey in teaching, some teachers and students initially feel uncomfortable with the flipped classroom model. In addition, the innovation of course content and the reform of teaching methods require teachers to possess high professional skills and a spirit of innovation, which to some extent increases the workload of teachers. Finally, establishing an evaluation and feedback mechanism for student learning outcomes is also a challenge. How to accurately assess the learning effectiveness of students in the flipped classroom model and how to collect and analyze student feedback to optimize teaching are issues that require in-depth research. Therefore, when advancing this model, universities need to comprehensively consider factors such as technology, faculty, student abilities, and the evaluation system to ensure the success of the teaching model reform.

### **3. Analysis of the Current Situation of University Ideological and Political Course Teaching**

#### ***3.1. Objectives and Teaching Content of Ideological and Political Courses***

In university ideological and political courses, the goal is not only to impart knowledge but more importantly to cultivate students' core socialist values and a sense of responsibility and mission towards the country and society. The teaching content typically covers the basic principles of Marxism, the theoretical system of socialism with Chinese characteristics, the outline of Chinese modern and contemporary history, ideological morality, and the rule of law, etc. For example, by introducing the teaching model of "SPOC+Flipped Classroom," the understanding and internalization of this content by students can be effectively enhanced. In the flipped classroom, students watch video lectures and read relevant materials through the SPOC platform before class and deepen their understanding through group discussions and case analyses in class. For instance, in the course "Outline of Chinese Modern and Contemporary History," through the flipped classroom model, students' mastery of "recognizing the historical process and inherent laws of modern Chinese society's development and revolution, construction, and reform" has significantly improved, and students' satisfaction with the course content has also increased significantly. This model not only promotes students' active learning but also enhances interaction between teachers and students, significantly improving the teaching effectiveness of ideological and political courses.

#### ***3.2. Current Challenges Faced by Ideological and Political Courses in Higher Education***

The current challenges faced by ideological and political courses in higher education are multifaceted, with the most significant being how to effectively convey and deepen the core socialist values amidst the backdrop of information explosion and the diversification of value systems. According to data released by the Ministry of Education, the interest and engagement of the current college student population in ideological and political courses are generally low, which has affected the effectiveness of ideological and political education to some extent. Through the author's survey of students, some believe that the content of ideological and political courses is disconnected from reality, making it difficult to resonate. Additionally, with the development of internet technology, students have more extensive channels for accessing information, and the traditional one-way didactic teaching method can no longer meet students' learning needs. Therefore, how to utilize modern educational technologies such as SPOC (Small Private Online Course) and flipped classroom to innovate teaching models and enhance the appeal and educational effectiveness of ideological and political courses has become an urgent issue to be addressed in higher education ideological and political education.

### **4. Construction of the "SPOC+Flipped Classroom" Teaching Model for Ideological and Political Courses**

When constructing the "SPOC+flipped classroom" teaching model for ideological and political courses in higher education, it is necessary to comprehensively consider various aspects such as teaching resources, teaching activities, and teaching evaluation to ensure that the model can effectively enhance students' interest and

engagement in learning, while deepening their understanding and application of the content of ideological and political courses. This study takes the fourth section of the sixth chapter of the course “Essentials of Chinese Modern and Contemporary History,” titled “The Pillar of the Chinese Nation’s War of Resistance Against Japanese Aggression,” as an example to demonstrate the implementation plan for a “SPOC+flipped classroom” blended teaching model. The model is carried out in three stages, namely, “SPOC online self-directed learning before class, in-depth discussion in flipped classroom during class, and expansion, consolidation, and evaluation feedback after class.”

#### ***4.1. Pre-Class Stage: SPOC Online Self-Directed Learning***

In the pre-class stage, students mainly engage in online self-directed learning through the SPOC platform. Teachers will post preview tasks and learning materials on the SPOC platform in advance, which typically include teaching videos, PPT courseware, reading literature, etc., aimed at helping students preliminarily understand the content of the ideological and political courses they will be studying. Students need to watch teaching videos, read relevant literature, and complete preview tests according to the requirements of the learning guide. Through this process, students can preliminarily master the basic concepts, principles, and theoretical framework of ideological and political courses, laying the foundation for subsequent classroom learning. To ensure the effectiveness of students' self-directed learning, teachers can also set up discussion areas on the SPOC platform and encourage students to exchange and discuss questions and confusions encountered during the preview process. Teachers can assign homework in advance, such as “collecting heroic stories of anti-Japanese Communist Party members,” to motivate students’ enthusiasm for self-directed learning. Teachers can regularly participate in discussions, promptly answer students’ questions, guide students to think deeply, and cultivate students’ critical thinking and problem-solving skills. In addition, teachers can dynamically adjust the difficulty and depth of preview tasks and learning materials according to students’ learning progress and feedback to meet the learning needs of students at different levels.

#### ***4.2. In-Class Stage: In-Depth Discussion in Flipped Classroom***

In the in-class stage, in-depth discussion in the flipped classroom is the core link of the “SPOC+flipped classroom” teaching model for ideological and political courses. Teachers will design targeted classroom discussion topics based on students’ preview situations on the SPOC platform, such as proposing the question “Is the Communist Party of China ‘swimming without fighting, growing behind enemy lines’?” to guide students to deeply explore key and difficult issues of ideological and political courses, such as “the status and role of the Communist Party of China in the War of Resistance.” Classroom discussions can take various forms, such as group discussions, role-playing, debates, etc., to stimulate students’ interest and initiative in learning. During the discussion, teachers should encourage students to actively express their opinions and insights while also guiding students to learn to listen to others’ opinions, fostering teamwork and communication skills. In addition, teachers can combine current affairs hotspots and social phenomena to guide students in integrating the theoretical knowledge of ideological and political courses with real life, cultivating students’ sense of social responsibility and mission. Through in-depth discussion in the flipped classroom, students can further deepen their understanding and mastery of

the content of ideological and political courses and enhance their ability to analyze and solve problems.

### ***4.3. Post-Class Stage: Expansion, Consolidation, and Evaluation Feedback***

In the post-class stage, students need to further expand and consolidate the content of ideological and political courses learned in SPOC online self-directed learning and in-depth discussion in the flipped classroom. Teachers can guide students to apply the knowledge they have learned to real-life situations by assigning homework after class, recommending relevant literature, documentaries, etc., and practical projects (research reports, short video production), thereby deepening their understanding and memory of ideological and political courses.

At the same time, in order to timely understand students' learning situations and problems, teachers need to establish a comprehensive evaluation feedback mechanism. This includes regular inspections and assessments of students' homework, tests, classroom performance, etc., as well as communication and feedback with students through online and offline methods. In the evaluation process, teachers should pay attention to the diversity and comprehensiveness of evaluations, focusing not only on students' learning outcomes but also on the learning process and attitudes. Through timely evaluations and feedback, teachers can help students identify problems, correct mistakes, and encourage them to continue striving, continuously improving their learning abilities and ideological and political literacy.

In addition, teachers can organize post-class exchange and sharing activities for students, such as reading clubs, seminars, etc., to promote ideological collision and mutual inspiration among students. Through these activities, students can further expand their horizons and thinking, enhancing their understanding and identification with the content of ideological and political courses. At the same time, these activities also provide teachers with channels to understand students' learning situations and needs, helping teachers further optimize teaching strategies and content.

In summary, the construction of the "SPOC+flipped classroom" teaching model for ideological and political courses in higher education needs to comprehensively consider various aspects such as teaching resources, teaching activities, and teaching evaluation. Through the implementation of this model, students' interest and engagement in learning can be effectively enhanced, deepening their understanding and application of the content of ideological and political courses, thereby cultivating more outstanding talents with high quality and correct values.

## **5. Conclusions**

With the continuous advancement of educational technology, the combination of SPOC (Small Private Online Course) and the flipped classroom model is gradually becoming an important trend in the reform of ideological and political course teaching in higher education. SPOC, as a small-scale online course, can provide students with a more personalized and interactive learning experience, while the flipped classroom model transfers the knowledge transmission link to outside of class, with more classroom time dedicated to discussion, practice, and deepening understanding, thereby increasing student engagement and critical thinking skills. Combining these two models, the future of higher education ideological and political courses will pay more attention to the cultivation of students' abilities, rather than just the indoctrination of knowledge. Through the SPOC platform, students can watch video

lectures recorded by teachers before class, and in class, they can deepen their understanding of the content of ideological and political courses through group discussions, case analyses, and other methods, combining theory with practice. In addition, with the development of big data and artificial intelligence technology, data collection and analysis during the teaching process will become more accurate, helping teachers adjust teaching strategies in a timely manner to achieve personalized teaching.

## Conflicts of Interest

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

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