

Project Integration into the Ideological and Political Course Online and Offline Mixed Teaching Practice Exploration -- Take the Course “Ideological Ethics and Rule of Law” as an Example

Qi Yu, Yuqi Shi

College of Marxism, Shandong Agricultural University, Shandong 271018, China

Abstract: In order to explore the new method of ideological and political course reform, and effectively enhance students' interest, participation and sense of gain, the project concept is integrated into the online and offline mixed teaching of ideological and political course. In teaching practice, the project is subdivided into two categories: classroom learning practice project and comprehensive practice project, which arouses students' enthusiasm for participation and trains students' ability to comprehensively use learning content to solve practical problems.

Keywords: Project-based teaching; Ideological and political practice teaching; Mixed teaching; Teaching reform

Fund Project:

Ministry of Education supply and Demand Matching Employment Education Project (20230112348), national first-class undergraduate course “Ideological Ethics and Legal System” (online and offline hybrid) construction project, Shandong Province first-class undergraduate course “Ideological and Moral Cultivation and Legal basis” (online and offline hybrid) construction project.

1. Question Raising

Ideological Morality and Rule of Law (hereinafter referred to as “German Law”) is a course that integrates ideological, political, intellectual, comprehensive and practical ^[1], which is the main way for college students to pursue truth values, cultivate ideals and beliefs, and improve moral cultivation.

However, traditional teaching methods are facing new challenges. It pointed out that “we should adhere to the unification of theory and practice, train people with scientific theory, and pay attention to the practice of ideological and political lessons”. Most of the curriculum reform of “German and Law” only aims at mastering knowledge in the classroom, but neglects “guiding practice” itself, resulting in students knowing “how to recite” and “how to test”, but not “how to do”. On the one hand, freshmen long for authoritative guidance, on the other hand, they refuse the boring indoctrination teaching, they are conflicted and distressed, but they have no way to find a solution. With the popularization and application of various kinds of “online courses” in middle school, the traditional “online and offline mixed teaching” mode has been difficult to meet the needs of post-00s students for a sense of curriculum acquisition.

In the teaching process, project-based teaching takes the project task as the center, the student as the main body and the teacher as the leader. Through the process of completing the project, the students learn and comprehensively apply knowledge to cultivate their ability of independent learning, inquiry learning and collaborative learning ^[2]. Project-based teaching has been implemented for many years in various school sections in China and has achieved rich teaching results. However, the teaching of ideological and political courses in universities is still in the exploratory stage. This paper summarizes the practical exploration of integrating project-based online and offline mixed teaching mode in the teaching practice of German and French courses in colleges and universities, aiming to improve the teaching effect and quality, enhance students' interest and participation, and enhance students' sense of gain.

2. Online and offline mixed project-based teaching design of German and French courses

The knowledge goals, ability goals, emotions, attitudes and values involved in the course of “German and Law” were analyzed, and the course content was arranged from the implementation, detail and implementation of ideological and political theories. The course content of “German and Law” was set up in 15 learning situations, 7 special reports, 14 classroom learning practice projects and 1 comprehensive practice project (Table 1).

Table 1 Course design of Ideological Morality and Rule of Law

Instructional design			
Teaching situation	Online teaching	Offline teaching	School week
			Week 1
			Week 2
Learning Situation 1 Take on the great responsibility of rejuvenation Achievement era new	Online video course Introduction, Chapter 1: Act 2	Thematic Presentation 1: Let’s meet the new era of universities and college students	Week 3
Learning Situation 2 Integrated practice project Preliminary preparation		Project stage 1: Extracurricular practice research Know your school	Week 4
Learning Situation 3 Realize the true meaning of life Grasp the direction of life		Thematic report 2: Planning your life starts with planning your college	Week 5
Learning Situation 4 Pursue lofty ideals Firm and lofty faith		Thematic report 3: Ideal is the “poem and distance” of life	Week 6
Learning Situation 5 Carry on the fine tradition Carry forward the Chinese spirit	Online video course Chapter Three Act Four	Thematic report 4: As a college student, how can we love our country?	Week 7
Learning Situation 6 Integrated practice project proposal		Project Phase 2: Flipped Classroom 1 Group discussion, integration of the course content to determine the work concept, form, material, proposal	Week 8
Learning Situation 7 Comprehensive practice project production		Project stage 3: Extracurricular practice research Project material collection	Week 9
Learning Situation 8 Clear value requirement Practice value criterion		Thematic report 5: What three core socialist values do you value most?	Week 10
Learning Situation 9 Observe the code of ethics Develop moral character	Online video course Chapter Five	Thematic report 6: Moral problems are not far away, moral practice is all around	Week 11
Learning Situation 10		Interim test	Week 12
Learning Situations 11 Comprehensive practice project production		Project Phase 4: Flipped Classroom 2 Team members discussed project copywriting design, integration into the course content, integration and production	Week 13
Learning Situation 12 Comprehensive practice project production		Project stage five: Extracurricular practice research Project material supplement and production	Week 14
Learning Situation 13 Learn the thought of rule of law Enhance legal literacy	Online video course Act 6	Thematic report 7: Always keep the red line of “the law.	Week 15
Learning Situation 14 Comprehensive practice project production		Project stage 6: Extracurricular practice research Project integration production	Week 16
Learning Situation 15 Conclusion of the integrated practice project		Project Phase 7: Flipped Classroom 3 Project presentation conclusion	Week 17
	Online practice test		Week 18

3. Implementation of online and offline mixed project-based teaching of German and Law courses

3.1 The implementation process of online and offline mixed project-based teaching of German and French courses

The mixed project-based teaching process includes before class, during class and after class. Before class, students' main task is to study online courses. In the class, the teacher analyzed the important and difficult points in the offline class, set matching project questions, and organized students to discuss and share in groups. The comprehensive practice project after class, on the one hand, further consolidate the theoretical knowledge learned online, on the other hand, give play to the initiative, initiative and creativity of students, practice the comprehensive use of knowledge and skills to solve problems, learn to work together to complete the project content.

3.2 Examples of online and offline mixed project-based teaching of German and French courses

The Comprehensive Practice project is called "Ten Reasons Why You Should Choose a ×× School." To enhance a sense of identity and belonging to the school by organizing students to complete projects; Second, project as the main line, enhance students' ability to use textbook knowledge to solve practical problems; Thirdly, through the process of copywriting and making works, students can exercise their teamwork ability (Figure 1).

(1) Assign project tasks before class. Let students have a general understanding of the project tasks, and task-oriented exploration and research of their own school.

(2) Classroom presentation. After the project is completed, each team makes a complete presentation, explanation and conclusion of the project content. According to the works, students review each other, share their feelings, point out the advantages and disadvantages of each work, and score.

(3) Extension after class. After the exhibition is completed, select excellent works and upload them to short video platforms such as B station, Douyin and Kuaishou. On the one hand, they will display their works in public, and on the other hand, they will show them on the short video platform to help the team members understand the works from different angles. Through the whole network broadcast to expand the school's external publicity, improve the school's visibility.

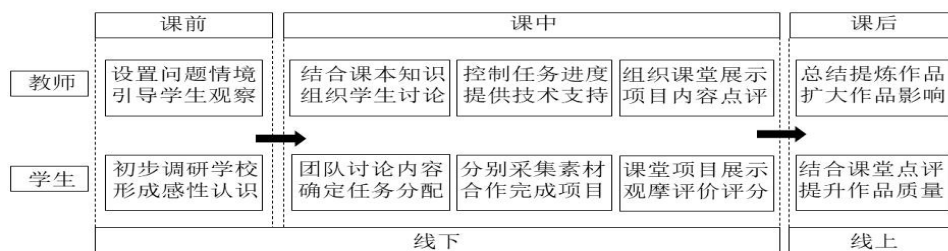


FIG. 1 Teaching arrangement of comprehensive practice project

4. Summary

The integration of project-based teaching into online and offline mixed teaching activities improves students' active thinking and comprehensive application ability, fully mobilizes students' initiative, initiative and creativity, and reflects the teaching oriented by ability cultivation. At the same time, the organic integration of project-based teaching enriches the content of online and offline mixed teaching, and explores a new way to reform and innovate ideological and political theory courses in colleges and universities.

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About the author:

Qi Yu, 1983.03, male, Han, Shandong Weifang, graduated from Shandong Normal University, master degree, Doctor of Development and Educational psychology, research interests: Ideological and political education, patriotic education

Yuqi Shi, 1999.09, female, Han, Yantai, Shandong, graduated from Shandong Agricultural University with Bachelor degree in economics. She is a postgraduate student in School of Marxism, Shandong Agricultural University. Her research direction: Study on the Sinicization of Marxism.