

Research and promotion strategy of online teaching satisfaction of Ideological and political course based on superstar live platform

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Abstract: Based on the survey of 360 Freshmen's satisfaction with online ideological and political course teaching in a university in Ningbo, using the self-made satisfaction survey scale, exploratory factor analysis was carried out, and satisfaction was divided into three dimensions: Teachers' teaching, course management and learning environment. According to this analysis, the existing problems were analyzed and relevant suggestions were put forward to improve satisfaction.

Key words: Ideological and political course; Online teaching; Satisfaction

1. Introduction

Taking a university in Ningbo as an example, this paper compiles a scientific and reasonable online teaching satisfaction questionnaire of Ideological and political courses, obtains the corresponding survey data through the sampling survey of College Students' online teaching satisfaction, and uses SPSS software to count and analyze the final results of the data, and then obtains the current situation of College Students' Online Ideological and political courses satisfaction, This paper analyzes the reasons that affect students' online satisfaction teaching, and on this basis, extracts the reasonable and feasible countermeasures to improve the satisfaction of College Students' Online Ideological and political courses.

2. Research design

This questionnaire draws lessons from the questionnaire of domestic scholars' relevant research, and on this basis, according to the characteristics of Online Ideological and political course, this questionnaire is compiled. The questionnaire is divided into three parts. The first part is personal background factors, including name, gender, personality and other issues. The second part is satisfaction survey, with a total of 16 questions. The third part is students' personal views and suggestions on improving the satisfaction of Online Ideological and political courses.

2.1 Research object

This study adopts the method of random sampling to conduct a questionnaire survey on all freshmen in the school. Due to the different gender and professional types of the respondents, it has a certain representativeness. A total of 360 questionnaires were collected in this survey. The information distribution of the survey is as follows:

(1) The survey is targeted at freshmen, with a total of 360 people participating in the survey, including 74 boys and 286 girls. The number of girls is higher than that of boys.

(2) There are four majors in this survey, including 66 majors in e-commerce, accounting for 18.33% of the total number of respondents, 120 in network news and communication, accounting for 33.33% of the total number of respondents, 24 in computer application technology, accounting for 6.67% of the total number of respondents, and 150 in accounting, accounting for 41.67% of the total number of respondents.

2.2 Research protocol

The questionnaire is scored according to Likert's five point scale. From "very satisfied" to "very dissatisfied", 1-5 points are given respectively. 1 point means very satisfied, 2 points means satisfied, 3 points means average, 4 points means dissatisfied, and 5 points means very dissatisfied. The lower the score, the higher the satisfaction. This questionnaire draws lessons from the questionnaire of relevant research done by domestic scholars, and designs the satisfaction questionnaire of Online Ideological and political courses according to the characteristics of the respondents and the characteristics of online courses. The questionnaire adopts the principal component analysis method. The questionnaire obtains three factors through factor rotation, and initially formulates three dimensions. The cumulative contribution rate of the three dimensions is 89.4%. Factor one contains six questions, including teachers' teaching attitude and level, teachers' professional knowledge and the application of resources, which we define as teachers' teaching; Factor two contains six questions, including the ideological and political course content, course structure, teaching effect and weight setting, which we define as course management; Factor three contains four questions, including attendance, learning atmosphere and the impact of the course on personal quality, which we define as the learning environment.

2.3 Reliability and validity test

Factor analysis was conducted on the questionnaire, and kmo and Bartlett spherical test were performed on the initial data. The results show that the kmo value is 0.969, indicating that the correlation between the original variables is very strong, which is very suitable for factor analysis; The sig value of Bartlett spherical test is 0.000, which also indicates that the data is suitable for factor analysis.

The Cronbach reliability coefficient of College Students' overall satisfaction with the curriculum is 0.978, and the Cronbach reliability coefficients of teachers' teaching, curriculum management and learning environment are 0.979, 0.972 and 0.958, respectively. It shows that the survey scale of this study has high reliability and the survey results are highly reliable.

2.4 Empirical analysis

(1) satisfaction analysis of online courses

This questionnaire reflects students' satisfaction with the curriculum from three dimensions. According to the design principle of the questionnaire, the lower the score, the higher the satisfaction. From students' satisfaction, we can see that students' satisfaction with the teaching of teachers is the highest, and the satisfaction with the curriculum management is the lowest.

1. Gender

According to the analysis, although the average satisfaction of girls is slightly higher than that of boys, the P values of each dimension are greater than 0.05, which does not reach the significant level of 0.05, indicating that there is no significant difference between men and women in each dimension of "overall satisfaction with the curriculum". It shows that there are differences in personality characteristics between men and women, but the feelings of Online Ideological and political teaching are relatively consistent.

2. Specialty

The survey is aimed at four majors of freshmen, namely e-commerce, network news and communication, computer application technology and accounting. According to the analysis, whether from the overall satisfaction of online courses of Ideological and political courses or from the two dimensions of teachers' teaching and course management, the satisfaction of students majoring in computer application technology is the lowest, and there are significant differences compared with other majors.

3. Class attitude

In order to understand whether the students' attitude to class has an impact on the satisfaction of Ideological and political teaching, two questions are designed, which are the attitude of "going to class" and the attitude of "in the process of class". Through variance analysis, it is concluded that whether it is "in the process of class" or "in the process of class", the average value of positive attitude is the lowest, representing the higher satisfaction. The three dimensions of curriculum management, learning environment and overall satisfaction of the curriculum are significantly different from the average of the other three learning attitudes. It can be seen that curriculum satisfaction is closely related to students' own learning attitude. The more active students are, the higher their satisfaction with the curriculum is.

(2) Regression Analysis

1. Regression analysis between dimensions

The correlation analysis of the three factors of teachers' teaching, curriculum management and learning environment shows that the three factors are highly correlated. It can be seen that the improvement of the satisfaction of any one factor will affect the satisfaction of the other two factors. We focus on the correlation results of three pairs of variables: Teachers' teaching and total score; Course management and total score; Learning environment and total score.

The Pearson correlation coefficient of teachers' teaching and overall satisfaction is 0.821, with a significant p value of 0.000, so it is considered that there is a highly positive correlation between teachers' teaching and overall satisfaction. The Pearson correlation coefficient of curriculum management and overall satisfaction is 0.904, with a significant p value of 0.000, with a highly positive correlation. The Pearson correlation coefficient of learning environment and overall satisfaction is 0.812, with a significant p value of 0.000, There is a highly positive correlation. The correlation coefficient between curriculum management and overall satisfaction is the highest, which shows that it is particularly important to improve the quality of curriculum management of Online Ideological and political courses.

2. Correlation analysis of professional satisfaction and curriculum satisfaction

We pay attention to the correlation between professional satisfaction and teachers' teaching, curriculum management, learning environment and overall satisfaction. The p value is less than 0.05, so there is a linear correlation between professional satisfaction and various factors. The Pearson correlation coefficient between professional satisfaction and teachers' teaching was 0.458, showing a low positive correlation; The Pearson correlation coefficient with curriculum management was 0.534, which was positively significant; The Pearson correlation coefficient with learning environment was 0.511, which was positively correlated; The Pearson correlation coefficient with overall satisfaction was 0.521, which was positively correlated. It can be seen that students' satisfaction with online courses is positively correlated with their professional satisfaction. The higher their professional satisfaction, the higher their satisfaction with courses.

2.5 Analysis results

Based on the survey of students' satisfaction at home and abroad, this study designed a questionnaire for college students' satisfaction with online teaching of Ideological and political course, investigated the three dimensions related to the course, and concluded that students' satisfaction with online ideological and political course was between very satisfaction and satisfaction, and the satisfaction with teachers' teaching was the highest in the three dimensions, The satisfaction of curriculum management was the lowest. In Teachers' teaching, the satisfaction of teachers' teaching attitude is the highest, and the satisfaction of teachers' curriculum help to students after class is the lowest; In the course management, the satisfaction with the teaching content of Ideological and political course is the highest, and the satisfaction with the daily decentralization reset of Online Ideological and political course is the lowest. Boys' satisfaction in all dimensions is slightly higher than girls' satisfaction, but there is no significant difference between men and women's satisfaction with online ideological and political courses. There are significant differences in course satisfaction due to different majors, attitudes when going to class and attitudes in the course of class. From a professional perspective, the lowest satisfaction is computer application technology. The more active the attitude in class, the higher the satisfaction with the course. There is a positive correlation between students' satisfaction with online courses and their professional satisfaction.

3. Problems and Countermeasures

3.1 Teachers' Teaching

(1) Strengthen the interaction after online ideological and Political Courses

After class communication of Online Ideological and political course is more convenient than traditional teaching. Teachers can use the technical platform to design after-class discussion questions and provide question answering channels for students to answer questions and solve problems after each class. Teachers can guide students to participate in the discussion according to the social hot spots and current affairs and politics that occur every day, and include the discussion into the formative assessment, so as to stimulate students' interest in learning. Facts have proved that the after-school interaction between teachers and students can have the same significant impact as classroom interaction.

(2) Highlight teaching according to major, arrange teaching contents and methods according to the characteristics of students in each major

Professional teaching can help stimulate students' interest in learning ideological and political courses. For majors with strong practical skills, teachers should pay attention to both teaching and practice, integrate ideological and political education into professional education, and improve the effectiveness and pertinence of teaching.

3.2 Course management

(1) Improve the level of interaction and increase the proportion of interaction in the formative assessment of courses

The interaction between teachers and students runs through the classroom, which can not only enrich the teaching content, but also connect the feelings of teachers and students. Through the interaction, students' enthusiasm and initiative can be increased. Teachers rely on the interaction between teachers and students to master students' class situation and add vitality to the ideological and political course.

(2) Vigorously improve the technical support of online interaction platform for interaction

To improve the proportion of Online Ideological and political course exchange link in the assessment, the interactive platform needs to record all kinds of data in the background in real time, including the number and quality of students' participation in the discussion. To improve the satisfaction of Online Ideological and political course, we must strengthen the construction of live broadcast platform for online interactive link technology.

3.3 Learning environment

(1) Adjust the teaching content based on the teaching materials to increase the interest of the teaching content

To fundamentally create a good learning atmosphere, teachers should work hard on the teaching content, increase the interest of the teaching content, and stimulate students' interest in learning. Only by essentially changing students' traditional views on Ideological and political courses, and letting students really apply what they have learned, and experience fun and satisfaction, can we fundamentally create a good learning atmosphere.

(2) meet students' personal development and improve their internal learning motivation

Teachers of Ideological and political courses should follow the student-centered education concept, respect the personality development of each child, grasp the different personality characteristics of students of different majors, take advantage of the situation, create a positive learning atmosphere, and improve course satisfaction.

4. Conclusion

The satisfaction of Online Ideological and political courses is affected by many factors, such as students' personal factors such as gender, major, attitude, etc., which are uncontrollable factors, but teachers can improve students' satisfaction by adjusting controllable factors, which provides a basis for Online Ideological and political course teaching to improve course satisfaction, and finally puts forward solutions.

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Fund Project: project of Ningbo Institute of Ideological and political education of colleges and universities (sgxs219022), teaching reform project of Ningbo Open University, "exploration of online and offline mixed teaching mode based on network platform in Ideological and political course of open education" (jg22-015)

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