

An Online Survey on the Teaching Mode of Ideological and Political Theory Course in a University

Jia Guo^{1,a}, Yuanyuan Zeng^{1,b,*}, Ceen Yu^{2,c,*}, Changcheng Xiong^{1,d},

Hui Yang^{1,e}, Feng Zhang^{1,f}, Wenhao Xie^{1,g}

¹Gannan University of Science and Technology, Ganzhou, Jiangxi 341000, China;

²School of Resource and Environmental Engineering, Jiangxi University of Science and Technology, Ganzhou, Jiangxi 341000, China

^a309468597@qq.com, ^bnicezyy@qq.com, ^c1606618134@qq.com, ^d2495658568@qq.com,

^e891267784@qq.com, ^f2331126659@qq.com, ^g2079617564@qq.com

Abstract. An Online questionnaire survey was conducted on ideological and political theory courses in a university, aiming at clarifying the development advantages of online ideological and political theory courses in teaching mode and exploring the development problems they face, thus providing relevant coping strategies for the reference of subject education reform.

Keywords: Ideological and political theory course(IPTC); Online teaching; Online survey on teaching mode.

1. The research methods and processes

President Xi Jinping once pointed out at the national conference on ideological and political work in colleges and universities: "To make full use of new media and technologies to do a significant task in ideological and political work in colleges and universities, it is vital to organically integrate information technology with the advantages of traditional ideological and political work, expand attractiveness and enhance the sense of the times." [1] Therefore, the study of online ideological and political theory course is very urgent. In the paper, The questionnaire design of ideological and political theory course (IPTC) was carried out from February to April, 2021, and the questionnaire was released and collected from May 1 to May 15. Questionnaire is mainly published, browsed and filled in students' Wechat, friends circle and QQ space. In the end, 207 questionnaires were completed, of which 173 were valid, with a recovery rate of 84.0%. Data analysis adopts Microsoft Excel to ensure the accuracy of the survey data.

2. The results discussion

2.1 Learning content of the online IPTC

This part of the survey is multiple choice, asking about the content that students pay attention to when learning online IPTC . The results of survey are shown in Table 1. Firstly, among the surveyed college students, 65.3% and 60.7% of the students choose the content they pay attention to according to their personal interests and actual needs, and most of them are more willing to learn what they are interested in and need, so as to improve themselves. Secondly, 47.4% of the them choose to pay attention to the content of political affairs, which is favored by nearly half of the students, thus, political affairs with timeliness and thematic features can attract students' attention, which can inspire teachers to think about how to combine the content of online political affairs when teaching online IPTC. Thirdly, 36.4% and 35.3% of the students respectively indicate that they would pay attention to the important knowledge points in theory and textbook, but this part is paid less attention. The reason is that the theoretical knowledge points in textbook are generally boring. If they are combined with a colourful online presentation mode, they will be easily ignored by students. This gives the teacher inspiration that teaching would pay attention to the combination of teaching mode and current politics. Finally, 0.6% of the students chose others, which is of little

reference significance. To sum up, the current online IPTC teaching needs us to make innovative reforms with the online development of disciplines.

Tab.1 The learning content of online IPTC

Types	knowledge	Interest	Actual needs	Current politics	theory	others
Number	61	113	105	82	63	1
Proportion/%	35.3	65.3	60.7	47.4	36.4	0.6

2.2 The learning channels of the online IPTC

This part question is a multiple-choice, and the results of survey are shown in Table 2. As for the learning channels of online IPTC, the proportion choosed by the students from the most to the least is “Xuexi” platform, WeChat subscription, video software, IPTC teaching website, and others. The proportions are 67.1%, 64.2%, 50.9%, 40.5% and 2.9% respectively. The prominent proportion of “Xuexi” platform and WeChat subscription is largely due to the its high popularity and strict requirements of colleges and universities, which makes most students learn online IPTC. However, the platform with less popularity is naturally limited by the lack of publicity and popularization of content quality, which is gradually left out by students[2]. On the one hand, teachers would actively find and share learning materials with students. On the other hand, teachers can also use chat software to build a sharing platform and actively encourage students to participate in the search and sharing of excellent teaching resources, thus forming a benign knowledge dissemination model.

Tab.2 The results of learning channels

Types	Website	Video software	WeChat Subscription	“Xuexi” platform	others
Number	70	88	111	116	5
Proportion/%	40.5	50.9	64.2	67.1	2.9

2.3 The shortcomings of the online IPTC model

This part question asks students about the shortcomings of the online IPTC model, the results are shown in Table 3. From the survey results, 59.5% of the communication and interaction effect are poor, 54.3% of the instructional design lacks of creativity, and 42.7% of the learning effect is not ideal, and 34.7% of them are not closely related to reality. The above deficiencies deserve our deep consideration. The poor interaction effect and lack of originality in instructional design, which account for the highest proportion, are the key points for students to lose their enthusiasm in online classroom. In summary, the main problems are "teaching methods are monotonous and evaluation methods are inflexible"[3]. By optimizing and innovating the online ideological and political classroom model, this phenomenon can be objectively reduced. The lack of close connection with reality also reflects that the effectiveness of ideological and political work needs to be improved. Reasonable and effective practical links would be set up to feedback and improve the teaching effect. Most students regard the concepts and educational ideas need to adapt to the times, and combine the social, national and international situations with textbook knowledge to innovate and explain, so as to guide students with correct and effective values.

Tab.3 The results of the shortcomings of the model

Types	Weak value guidance	Outdated teaching design	Poor communication effect	Poor learning effect	Divorced from reality	Less practice inspection	others
Number	53	94	103	74	60	47	1
Proportion/%	30.6	54.3	59.5	42.7	34.7	27.2	0.6

2.4 Improving the learning effect of online IPTC

According to the Table 4, as can be seen, 50.3% students choose "agree", 31.2% choose "completely agree", 12.1% choose "not obvious", 5.8% choose "somewhat disagree" and 0.1% choose "completely disagree". More than 80.0% students agree with the demand of extra-curricular practice, reflecting the expectation on the content of extra-curricular practice of ideological and political education[4]. Practice brings true knowledge, and simple theoretical teaching makes students understand and apply knowledge to solve problems superficially and informally. At present, one of the disadvantages of online IPTC education is that it is difficult to grasp the feedback of offline learning effect. Therefore, combining with teaching content, setting up offline practical activities of different majors to consolidate and improve the learning effect of IPTC will be an important direction for the development of online IPTC education in the future.

Tab.4 The results of the identification degree

Attitude	Disagree	Partially disagree	Neutral	Agree	Totally agree
Number	1	10	21	87	54
Proportion/%	0.6	5.8	12.1	50.3	31.2

2.5 The main role of online IPTC

The results of the survey on the main role of online IPTC are shown in Table 5, as seen in the table, 52.0% think that teachers and students are the main roles, 20.2% think that the main role is students, 19.1% believe that the main role is teachers, and only 8.7% of the students think that the main role is the courses. As Marx's philosophical theory pointed out: "The needs and capabilities of the subject are constantly developing and growing, and every need will be met with new needs. Therefore, the value of the object will also change because of the changes in the needs and capabilities of the subject[5]." Only when teachers and students become the protagonists of online IPTC teaching at the same time, we can effectively guarantee the actual results of online IPTC teaching, expand students' learning gains, and improve students' enthusiasm for online IPTC learning.

Tab.5 The results of the main role

Types	Online courses	Teachers	Students	Teacher and student	others
Number	15	90	35	33	0
Proportion/%	8.7	52.0	20.2	19.1	0

3. The development problems of online IPTC

3.1 The aspect of teaching by teachers

Some teachers need to improve the skills of online teaching. They pay insufficient attention to online teaching, or are unwilling to change their teaching ideas or contents, resulting in the lack of teaching ability of online courses.

3.2 The aspect of students' learning

Many students don't agree with the online IPTC enough, and think that it is not the mainstream compared with the traditional mode. Compared with the traditional teaching mode, it has low popularity degree, low credits or even no credits. In addition, some online learning is not supervised by teachers, so most of them are perfunctory, so the actual learning effect is not ideal.

3.3 The aspect of objective reality

Online courses have few practical tests after class, and practical teaching and theoretical teaching can not be organically unified, resulting in a low sense of actual acquisition of students, unable to highlight the effect and achieve the purpose of practical effect.

4. Countermeasures for the development of online IPTC

4.1 Course teaching

Teachers would insist on following the footsteps of the times, give full play to their creativity, innovate the teaching mode of online IPTC, use advanced science and technology to increase the vividness of online teaching, and at the same time seize the popular topic of the times, especially the topic that college students pay close attention to and are interested in, and then carry out teaching methods with humorous explanation techniques, firmly grasp the hearts of students, improve the appeal of online classroom, and enhance their enthusiasm for learning.

4.2 Course Learning

Teachers would play a leading role in IPTC teaching, open the channels of interaction between teachers and students, enhance the affinity of IPTC teaching through teachers' personal charm, and make students more willing to communicate with teachers.. Creating a favorable environment, so that students are willing to communicate with teachers independently, and give feedback to teachers, thus, finally forming a good feedback channel between teachers and students.

4.3 Objective reality

Increasing the opportunity of extracurricular practice, so that students have the opportunity to participate in extracurricular activities, through exercising body and mind, thus, make them understand the significance of combining theory with practice deeply. Giving full play to students' subjective initiative, let students know that dedication to society can be conducive to promoting students' own development.

5. Conclusion

There is still a long way to go for the network development of IPTC education in colleges and universities. In this process, it needs the attention of the society and the country, as well as the continuous cooperation of educators and students to optimize the learning content. Among teachers, students and courses, front-line teachers play an extremely important role. At the same time, it also means that they will pay more attention to and take action to promote the development of IPTC network teaching mode. On the one hand, they will strictly abide by the duties of teachers, carry out IPTC teaching tasks, constantly use network resources to explore innovative content, improve self-cultivation, and accumulate IPTC knowledge, so as to achieve the purpose of participating in the subject reforming. On the other hand, it is necessary to abandon the simple PPT-style teaching mode and find a better method suitable for students' characteristics.

Acknowledgments

The paper was funded by the Undergraduate Innovation and Entrepreneurship Training Program (No. S202013434008).

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