

Exploration of Blended Teaching Methods for Civics Courses in Colleges and Universities under the Background of Melting Media

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Abstract: Under the background of melting media, the teaching of Civic and Political Science courses in colleges and universities faces many challenges and opportunities. On the basis of analyzing the impact of the integrated media environment on the teaching of Civic and Political Science courses in colleges and universities, this paper emphasizes the necessity and importance of the blended teaching method, and elaborates the specific implementation strategies of the blended teaching method from three aspects: online resource construction, offline activity design, and evaluation of the process and the results, with the aim of improving the teaching effect of Civic and Political Science courses in colleges and universities and mobilizing college students to learn Civic and Political Science classes actively. This paper expects to provide useful references for the reform and innovation of the teaching of Civic and Political Science courses in colleges and universities, so as to meet the needs of the development of the times.

Keywords: integrated media background, civics courses in colleges and universities, blended pedagogy

Introduction

With the rapid development of information technology, we have entered the era of integrated media. Through the comprehensive integration of different media, we can create a new type of media that is “inclusive of resources, compatible with content, mutually inclusive of publicity, and mutually inclusive of interests”, which has profoundly changed the way of information dissemination and the form of content. At the same time, the teaching of ideological and political courses in colleges and universities in the information age is also facing unprecedented challenges. 2022, General Secretary Xi Jinping pointed out during his visit to Renmin University of China that “the essence of ideological and political courses is to reason, and we should pay attention to ways and means to make the reasoning deep, thorough, and alive”. This sentence of General Secretary Xi Jinping is not only a high requirement for the teaching of Civics and Political Science, but also reveals that the current situation of the teaching of Civics and Political Science is not optimistic. In order to better adapt to the development trend of the information age, we urgently need to innovate and reform the teaching methods of Civics and Political Science courses in colleges and universities. Hybrid teaching method, as a new teaching mode, perfectly combines the advantages of online teaching and traditional teaching, and points out a new direction for the teaching of Civics and Political Science courses in colleges and universities. This paper will discuss the application and practice

of this teaching method in depth, aiming to improve the timeliness of the teaching of Civics and Politics, and provide useful reference for the reform and innovation of the teaching of Civics and Politics in colleges and universities.

1. The in-depth impact of the melting media environment on the teaching of Civics and Politics courses in colleges and universities

In the current era of integrated media, the speed, mode and breadth of information dissemination have undergone a radical change. This change not only affects people's way of life, but also has a far-reaching impact on the ideology of college students in an invisible way. For the teaching of ideology and politics in colleges and universities, the traditional teaching mode and method are facing unprecedented challenges.

The rapid and convenient dissemination of information means that students can easily obtain all kinds of information, which greatly enhances their knowledge of the outside world. However, the rapid acquisition of knowledge by students also brings another hidden problem: are students able to think deeply and discern rationally about the information? In the integrated media environment, information is fragmented, and various views and values are intertwined, which can easily confuse students and even lead to wrong perceptions.

It is because of this fragmentation of information and diversification of values that college students are easily influenced by various influences in their ideological concepts. Especially in the current society, various trends of thought rise side by side, and different values produce sparks in the collision. This is undoubtedly a test for college students whose outlook on life and values are in the process of formation. They need teachers to give correct guidance in teaching, help them distinguish right from wrong and establish correct values.

The integrated media platform not only provides a huge amount of information, but also provides a space for teachers and students to interact. The traditional teaching of Civic and Political Science is often a “one-word hall”, where teachers speak and students listen, and the interaction between teachers and students is very limited. However, in an integrated media environment, teachers can use various platforms to interact with students in real time and understand their real ideas and confusion, so as to better adjust the teaching content and methods.

2. Blended teaching methods for civics courses based on the background of integrated media

The development of the times requires us to keep abreast of the times in our working ideas, and the existence of real problems forces us to constantly innovate and change in our working methods. The construction of mixed teaching methods for the Civics Class is not only the spring breeze of the era of media integration, but also the real problems of the Civics Class in colleges and universities.

2.1 Online resource building

In the context of integrated media, online resource construction has become an important part of the blended teaching method of Civics and Politics courses in colleges and universities. For the three aspects of course video production, teaching resources sharing and interactive discussion forum, we discuss them as follows.

First of all, traditional teaching of Civic and Political Science courses mostly relies on classroom lectures, but in the era of melting media, this approach can no longer meet the individual needs of students. For this reason, the production of course videos with concise content and vivid explanations has become particularly important. Such videos not only supplement the classroom content, but also provide students with an opportunity to learn anytime, anywhere. In order to ensure the effectiveness of the video, teachers

need to pay attention to the following points: firstly, the content of the video needs to be closely integrated with the syllabus to ensure that the core information conveyed is consistent with the classroom content; secondly, the video should be explained in a lively and interesting way, avoiding the boring mode of “reading textbooks”; and lastly, in view of the learning habits and needs of different students, various forms of videos, such as lectures, can be produced. Finally, to meet the learning habits and needs of different students, it is possible to produce various forms of videos, such as lecture-type, case study-type and so on.

Secondly, in the era of integrated media, teaching resources are no longer limited to textbooks and PPTs, and through online platforms, teachers can upload all kinds of teaching resources, such as PPTs, learning materials, reading materials, etc., to build a comprehensive teaching resource base^[1]. This can not only provide students with a systematic and diversified learning environment, but also encourage them to take the initiative to explore and deepen their understanding of the course content. Meanwhile, for teachers, teaching resource sharing is also a process of mutual learning and common progress. By observing other teachers’ materials, teachers can discover and learn from better teaching methods and ideas.

Finally, the establishment of online discussion forums provides a real-time communication platform for teachers and students. Here, students can ask questions and express their views, while teachers can give feedback and suggestions. This kind of interaction not only helps to solve the problems students encounter in their learning, but also develops their critical thinking and communication skills.

2.2 Design of offline activities

In the context of integrated media, offline activity design has a crucial position as a key link in the blended teaching method of Civics class in colleges and universities. In interactive classroom teaching, teachers can guide students to actively participate in the classroom through in-depth case analyses, group discussions and role-playing activities. These interactive forms not only stimulate students’ interest in learning and develop their thinking and expression skills, but also help deepen students’ understanding of the course content. In addition to interactive classroom teaching, the organization of practical activities is also an important part of offline activity design. By organizing activities such as social practice and volunteering, students can combine what they have learned with reality and enhance their practical ability^[2]. Practical activities can not only help students better understand theoretical knowledge, but also cultivate their sense of social responsibility and teamwork. Assessment and feedback is an indispensable part of offline activity design. By designing diversified assessment methods, such as group reports, essays, classroom performance, etc., teachers can have a comprehensive understanding of students’ learning. At the same time, timely feedback and suggestions are given to students to help them better master what they have learnt and improve their learning effect.

2.3 Assessment of process and results

In the teaching of Civics and Political Science in colleges and universities, process and result assessment is the key link to test the learning effect of students. For teachers, how to reasonably assess students’ learning, timely identify problems and provide targeted guidance is an important guarantee to improve teaching quality.

First of all, online testing and feedback is an effective means of process assessment. Through the online platform for small tests, stage tests and so on, teachers can understand the learning status of students in a timely manner, find students’ weak points and provide additional explanations to address the problems. This approach not only helps to consolidate students’ knowledge, but also improves their learning effect. In order to better play the role of online testing and feedback, before the test, firstly, scientific and reasonable test topics should be designed to ensure the relevance and coverage of the test content; secondly, the test

results should be corrected and fed back in a timely manner, so as to provide students with specific guidance and advice; and thirdly, centralized explanations should be given for the prevalent problems, so as to help students deepen their understanding.

Second, comprehensive evaluation is an important way of outcome assessment. Comprehensive evaluation combining various aspects such as students' online learning, classroom participation and performance in practical activities can reflect students' learning outcomes more comprehensively. This type of evaluation helps motivate students to actively participate in online and offline teaching activities and improve their learning motivation. Teachers can ensure the comprehensiveness and relevance of the evaluation by formulating clear evaluation standards; pay attention to the diversity of evaluation methods, and reasonably use online and offline evaluation means; and communicate with students in a timely manner to give feedback on the results of the evaluation and help them clarify the direction of their efforts. This ensures the objectivity and fairness of comprehensive evaluation.

Finally, the incentive mechanism is an effective way to stimulate students' enthusiasm for learning. By setting up rewards, points exchange and other ways, teachers can motivate students to actively participate in online and offline teaching activities. This kind of incentive can not only improve students' participation, but also cultivate their learning autonomy and innovative spirit^[3]. In order to better play the role of the incentive mechanism, it is necessary to set up a reasonable reward and points system to ensure the relevance and effectiveness of the incentive method; at the same time, pay attention to the diversity of rewards and points to meet the needs of different students; finally, honour the rewards and points redemption promises in a timely manner to build up a good image of teachers.

3. Conclusion

To sum up, in the context of the era of integrated media, the exploration and practice of the blended teaching method of the Civic and Political Science class in colleges and universities has far-reaching significance. The organic combination of online and offline can not only greatly enhance the enthusiasm of college students to learn Civics, but also cultivate their good critical thinking and problem solving abilities, help students establish correct values, and to a certain extent, solve the long-standing practical problems of Civics in colleges and universities, and promote the innovation of the teaching concepts and methods of Civics in colleges and universities. Of course, with the rapid development of society and technological progress, the exploration and innovation of teaching methods are only in progress, but not finished. We have to keep adapting to the changes of the times and actively solve the needs of reality. Looking ahead, we expect that the teaching of Civics and Politics in colleges and universities will achieve more results and cultivate more excellent talents for the construction of socialism with Chinese characteristics.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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