

A Study on the Cooperative Education Mechanism between Ideological and Political Theory Courses and the Second Class of the Communist Youth League—A Case Study of MOOC

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Abstract: In 2020, "post-00s" will gradually come of age and become the protagonist of college freshmen. The generational change makes them destined to become the focus of attention under the image of the new generation. In this context, ideological and political theory courses in colleges and universities should form a joint force with the second class of the Communist Youth League, and on the basis of adhering to the "eight phases of unity", explore MOOCs, micro-classes, network media, SPOC online learning platforms based on "Internet +" as the main form of the second class, and form a complementary ideological and political theoretical system.

1. Introduction

Post-00, also known as post-00. It usually refers to citizens born between January 1, 2000 and December 31, 2009. In the fall of 2018, the data of freshmen registration in major universities show that nearly 75% of the new students are "post-00". This shows that the "post-00s" officially replaced the "post-90s" as the representative of the young group, this group of "millennials" are affected by national development, social progress, changes in the growth environment and other factors, showing different characteristics from the "post-80s" and "post-90s" groups. And their way of thinking, values and so on have a direct impact on the possibility of future historical development. To this end, the characteristics of "post-00" college students are sorted out, the opportunities and challenges brought by "post-00" college students are analyzed, and the strategies of how to carry out the teaching of ideological and political theory courses in colleges and universities are explored in order to strengthen the construction of ideological and political theory courses in a targeted way.

2. The characteristics of "post-00" college students

2.1 Personalized value orientation

Personalized value orientation is the most significant characteristic of post-00 college students. Catch up with the "post-80s".The difference between the pursuit of material wealth and the pursuit of spiritual freedom is that post-00s college students pay more attention to the experience of

individual emotions and the realization of self-value. In the face of college major application, career development planning, and life path choice, they will not think more about whether there is a corresponding material return in the future and whether there is relative time freedom like previous generations, but will follow their hearts more and pay more attention to their happiness.

2.2 Independent capacity

"Post-00s" college students mostly have better independent behavior ability than "post-80s" and "post-90s". They are more sensitive in thinking, more capable in action, brave to accept new things, dare to challenge authority, and will take the initiative to improve themselves when they find problems, and can effectively grasp the direction and goal. This is related to the indoctrination of parents and the educational guidance of schools. Of course, this independence will also make their loneliness more obvious, their desire to be noticed, to be affirmed.

2.3 Networked daily life

"Post-00" college students were born and grew up in the era of mobile Internet, and they understand, contact and use mobile. The degree of movement of the Internet is much higher than that of the "post-80s" and "post-90s", which makes them form the Internet thinking. Their daily social activities, consumption, learning, entertainment and other activities all reflect that they are the "Internet generation".

2.4 Autonomous forms of learning

With the development of China's educational cause, the educational atmosphere, educational resources, educational channels and other conditions of post-00 college students are obviously much better than those of previous generations. Under the situation of the prosperity of learning in the whole society, post-00s college students have a natural sense of compliance with learning and are full of the willingness to learn independently. What they pursue is no longer limited to book knowledge, but to acquire more and richer knowledge through extra-curricular development, practical experience, training and guidance, interest cultivation and other channels. They are eager for fresh content and novel forms.^[1]

3. The impact of MOOCs on college students' learning and university teaching

3.1 The impact of MOOCs on college students' learning

3.1.1 Broaden the choice of courses for college students

The advent of MOOCs has provided college students with a variety of learning options. Moocs offer a large number of free courses and even "credits" (proof of completion), greatly expanding the range of course options for students. Once universities recognize the courses and credits students take on MOOCs, they will truly open up the online and offline course platforms and achieve great integration, and the range of courses students can choose will be greatly increased, and some courses that universities do not open or cannot offer can be easily and conveniently learned on MOOCs.

3.1.2 Reduce the cost and limitation of college students' learning

In traditional university teaching, students need to pay high tuition fees to learn knowledge, and

attend designated courses at the same time and place. Some students also need to travel across different campuses to attend classes. In contrast, MOOCs have significant low-cost, unlimited advantages, students anywhere in the world, as long as a computer and an Internet cable, can share with other students in the world's first-class university quality course resources, conveniently participate in the course learning. With the rise of MOOCs, the concept of college campuses and classrooms is quietly shifting from 1.0 to 2.0.

3.1.3 Shift from passive reception to active acquisition

In traditional university teaching, teachers occupy the central position and students passively learn courses and receive knowledge, that is, "students learn the limited knowledge taught by teachers". The emergence of MOOC will change or even subvert the concept and model of university teaching. Students can actively choose and learn the courses and knowledge they are interested in in MOOC, that is, "students learn all the knowledge they want to learn". This change of internal learning logic will bring challenge and impact to traditional university teaching.

3.1.4 The learning differentiation of college students will become more obvious

While MOOC brings abundant learning opportunities and greater convenience to college students, it also accelerates the differentiation of college students. The influence of MOOC on college students' learning is heterogeneous. For those with strong learning ability or strong learning initiative, the emergence of MOOC does provide more opportunities and choices; However, for students who lack interest and enthusiasm for learning, the development of MOOCs has no direct impact on them. Therefore, the development of MOOC will make some students actively participate in MOOC learning and acquire more knowledge, while others will maintain their original learning methods, and the learning differentiation of different students will become increasingly serious.

3.2 The impact of MOOCs on university teaching

3.2.1 Impact on the function and market of university teaching

The rapid growth of MOOCs is disrupting the function and market of traditional university teaching. Traditional universities have two functions of knowledge creation and transmission, while the rise of MOOC has impacted the complete chain of knowledge creation and transmission of universities. MOOC also bears part of the function of knowledge transmission, and has advantages such as low cost and no limitation of time and space, which will inevitably impact the market and function of traditional university teaching. In addition, the advantages of large-scale teaching of MOOCs will also bring challenges to traditional university teaching methods, where a teacher can teach tens of thousands of students at the same time, while a traditional university teacher can only teach dozens of students at the same time. Professor Thrun, the founder of Udacity, boldly predicted that in 50 years there would only be 10 universities in the world offering university education.

3.2.2 Into the teaching concept change

Traditional university teaching is "teacher-centered, teaching materials and classrooms as the basic point", focusing on the imparting of knowledge theories, but not enough attention to the interests and needs of students, and the rise of MOOCs is subverting traditional teaching concepts. MOOC takes students' interests and needs as the center to carefully organize and vividly present the course content, such as each class is usually arranged in 10-15 minutes, the reason is that after a certain time, students' attention will decline, the rise of MOOC makes students return to the main

status of learning and teaching.

3.2.3 Reconstruct the core value of university classroom teaching

The development of MOOCs will challenge the existing university classroom teaching. Faced with a large number of "excellent courses" in MOOC, the resources of famous teachers and the scale advantage of several million people taking classes at the same time, the value of traditional university classroom teaching is being questioned and challenged. How to re-understand and reconstruct the value of classroom teaching and redefine its core value is being put on the agenda.

3.2.4 Forced teaching methods and forms of innovation

The emergence of MOOCs is a major revolution in educational technology and teaching methods. The mature development of Internet technology, social media and mobile devices is the technical basis for the rise of MOOC. MOOC courses usually divide courses into teaching and measurement modules, and interact with students through social networks, mailing lists and other tools. Compared with traditional university classroom teaching, MOOC courses are more technologically advanced and rich. The rise of MOOC has brought challenges to the knowledge reserve of university teachers and university teaching. MOOC is also forcing university teachers to adopt new teaching methods and technologies to improve the teaching effect and learning efficiency, otherwise traditional university teaching will face the danger of losing the market.

4. Opportunities and challenges brought by post-00s college students to the teaching of ideological and political theory courses

4.1 The teaching content is boring

The teaching content of ideological and political courses in Chinese colleges and universities cannot be completely matched with the problems concerned by students, and it is difficult to stimulate students' interest in learning. ^[2]

4.2 Outdated teaching methods

At present, the teaching mode of ideological and political courses in Chinese colleges and universities is still based on teachers teaching according to the outline, students taking notes in class and doing homework after class. According to a survey conducted by scholar Han Wei in 2014, 39.6% of students believe that the form of ideological and political teaching activities lacks vitality, 26.7% of college students believe that practical teaching lacks organic connection with theoretical teaching, and 16.5% of students believe that ideological and political teachers fail to arrange specific teaching requirements. And 11.2% of the students believe that the lack of practical teaching resources is also the reason why they do not want to participate in the ideological and political teaching practice. ^[3]

4.3 Students do not pay attention to ideological and political lessons

At present, some students think that ideological and political courses are useless courses, and some students have a strong sense of rejection to them, and the phenomenon of skipping classes is serious. Especially they are in adolescence, rebellious psychology is strong, coupled with the influence of the outside world, it is easy to appear unconventional, the pursuit of different psychology. In addition, the current ideological and political course has more dogmatic content and lacks innovation, and the examination form is usually for the examination course, and the students

think that the passing grade is OK, resulting in the students' heart not paying enough attention to this course.

5. Opportunities created by MOOCs for the teaching of ideological and political theory courses in universities

5.1 To innovate the teaching mode of ideological and political theory courses in universities

Since the implementation of "O5 Plan" of ideological and political theory course in colleges and universities, it has become an urgent task to innovate teaching mode and improve the teaching effectiveness of ideological and political theory course. The emergence of MOOC undoubtedly provides a new way of thinking for the teaching of ideological and political theory courses in colleges and universities. The "flipped classroom" teaching mode based on MOOC will be widely used in the teaching of ideological and political theory courses in colleges and universities.

"Flipped classroom" is a teaching mode that reverses the teaching process. It places the knowledge imparts outside class and the knowledge understanding internalizes in class, thus enhancing the function of information feedback and subverting the traditional teaching mode. The teacher's identity has changed from the traditional knowledge imparts in the classroom to the instructor and collaborator in the learning process of students, which makes the interaction between teachers and students more, and enhances the pertinence of teaching. The role of students is transformed from the passive recipient in the traditional classroom to the learner who can learn independently and control the progress, and can obtain multiple assistance in the learning process until they master the knowledge. Therefore, with the help of MOOC platform, teachers of ideological and political theory courses in colleges and universities will be liberated from repeated knowledge explanation, and students will have more time for social practice while independently constructing theoretical framework. Classroom teaching will shift from focusing on teaching theoretical knowledge to focusing on answering and solving practical problems encountered by students, thus effectively improving teaching quality.

5.2 Construct a comprehensive ideological and political education and teaching environment

Bruce Joyce, an American educator, believes that "teaching is to create an environment composed of educational content, teaching methods, teaching functions, social relations, types of activities, facilities, etc." (ix) Teaching, therefore, is by its very nature the creation of an environment. However, with the deepening of China's reform and opening up process, the influence of economic globalization, cultural diversification and value diversification through the Internet has become increasingly significant, and the construction of the teaching environment of ideological and political theory courses in colleges and universities has been greatly challenged. It is necessary and necessary to build up the teaching environment of ideological and political education on the Internet. As a teaching mode, MOOC itself has formed a relatively complete open concept, established a systematic teaching process, and provided great potential for constructing a comprehensive ideological and political education teaching environment: MOOC emphasizes online teaching, which will further apply the teaching resources of ideological and political theory courses in colleges and universities built by the Ministry of Education through national high-quality courses and video open courses, and enrich the teaching environment of ideological and political theory courses in colleges and universities. MOOC emphasizes autonomous and collaborative learning, which provides learners with a field that emphasizes the cultivation of subject consciousness and self-education ability. If the ideological and political theory courses in colleges and universities can be well combined with MOOC, the teaching environment provided by it will

"transform students from educational objects in traditional teaching into educational subjects." Change the active learning into an active learning process; We will change the unified education model to a personalized one.

Make ideological and political education play a role in the invisible. MOOC emphasizes process assessment. For ideological and political theory courses, process assessment can better reflect the fair evaluation of students, and the evaluation of a person's character and consciousness can be measured through an exam, whether it is such as

Anything is too arbitrary. The assessment of MOOCs is more diverse in terms of reviewers; In terms of judging methods, it is more convenient; From the point of view of the judged, more conscious.

5.3 Integrate excellent teaching resources of ideological and political theory courses in colleges and universities

The teaching resources of ideological and political theory courses in colleges and universities refer to the sum of various elements that can be developed and utilized by educators and are conducive to realizing the teaching purpose of ideological and political theory courses in colleges and universities. The effectiveness of ideological and political education in colleges and universities depends on the systematic connection and benign operation of various elements. At present, we have accumulated a wealth of ideological and political education and teaching resources. Relying on the network platform, these teaching resources have been fully open and shared through high-quality courses, video open classes, resource classes and other forms, but we have to admit that in most cases, these open and shared teaching resources are in a state of "data island", namely: First of all, most of the resources are in a kind of "publicity" nature of open sharing, rarely used in actual teaching, so it is only a kind of data; Secondly, the resources are not effectively maintained and continuously updated, and the actual utility is gradually reduced, so that the knowledge of it cannot be extended

Extend; Thirdly, teachers and students seldom carry out network interaction activities around these teaching resources, so the resources "exist alone". The emergence of MOOC provides a platform for further integration of open and shared teaching resources. Just as the form of "individual combat" has entered the form of "team collaboration", the teaching resources of ideological and political theory courses in colleges and universities will complete a new combination on this platform through teacher recommendation, learner selection, teacher-student collaboration and creation, multiple evaluation system and other mechanisms. With the perfect teaching function of MOOC, the traditional "data island" will be closely "linked", so as to maximize the overall function of teaching elements such as subject, object, content and method, and improve the effectiveness of ideological and political education

6. With the help of MOOC platform, the second classroom of the Communist Youth League and the university's ideological and political cooperation education exploration

6.1 The second classroom of the Communist Youth League pays attention to the innovation of learning process

First, the innovation of learning content. After the reform of the Communist Youth League, colleges and universities pay more attention to members' life, study and work, as well as the integration of practice and theory, and pay more attention to students' concerns such as mental health and career development planning, which are important manifestations of ensuring the effectiveness, innovation and systemization of efficient league classes. Second, the innovation of

learning forms. With the advent of the Internet era, the forms of "online group class" education have gradually gained popularity and attention, including online group class information platform, league member forum, league branch style display, league member education topics and other online education forms, which greatly improve the flexibility and interest of league members' learning, and effectively enhance mutual interaction and communication. [4]

6.2 The teaching mode of league courses is more flexible

First, the teaching mode of league class includes discussion teaching, debate teaching and case teaching, which can activate the classroom atmosphere, effectively mobilize the enthusiasm of youth league members to participate in league class teaching, and realize the positive interaction between teachers and students; Second, on the basis of adhering to the "eight phases of unity", we are exploring the online learning platforms based on "Internet+" such as MOOCs, micro-courses, network media and SPOC, and expanding red resources; Third, college group classes pay more attention to combining theory with practice, and will carry out special educational activities such as keynote speeches and symposiums for major holidays and anniversaries, and combine group class education with college students' social practice in the countryside and youth volunteer activities. Most colleges and universities can combine the Qingma Academy to carry out experiential activities such as red tour, visit the old revolutionary area, and visit the history museum, which ensures the teaching effect of the group class and enhances the ideological consciousness of the youth members. [5]

6.3 The teaching team of league courses continues to grow, and the teaching quality of league courses continues to improve

In the reform of the Communist Youth League in colleges and universities, more attention has been paid to the ability improvement and staffing of league cadres. Most colleges and universities already have a team of league teachers with strong working ability, good political quality and high theoretical level, and have initially built a team of full-time league teachers with the participation of university party and government leaders, student education management staff and ideological and political teachers as supplements. They are the backbone of group education.

7. Coping strategies and reform suggestions for university teaching in the context of MOOC development

7.1 Enhance the value and core competitiveness of university teaching

Rather than carefully structured, large-scale MOOCs, university teaching needs to focus on identifying and defining its strengths and core competencies. Although MOOC has the advantages of low cost, scale, no geographical and time constraints, it has some shortcomings in face to face communication, exchange of ideas, and innovation, while university classroom teaching has irreplaceable advantages such as face to face communication, stimulating the collision of ideas and innovation. Therefore, university teaching should create as many environments and opportunities for face-to-face interaction, exchange of ideas and innovation as possible, and pay more attention to the function of imparting, exchanging, collision and innovation of ideas in classroom teaching, while weakening the function of traditional knowledge infusion.

7.2 Take the initiative to change the teaching concept and model

In the face of the impact of the student-centered teaching concept and mode of MOOC, the drawbacks of the teacher-centered teaching concept and mode of traditional universities have become prominent. The teaching content arrangement of teachers does not fully pay attention to the interests and needs of students, resulting in low enthusiasm of students in class. Therefore, the university teaching concept and model need a real change, truly organize and implement the student-centered teaching process, fully respect the personality and needs of students, so that students can learn independently, actively and happily and experience the happiness of learning.

7.3 Reform and improve the structure of university curriculum, improve the content and quality of curriculum

The rise of MOOC will have a huge impact on the original course system of universities. Universities should optimize the original course system, attach importance to the construction of university classrooms, improve the connotation and quality of university course teaching, and actively mobilize teachers to participate in the collaborative construction of courses.

7.4 Reform the means and forms of university teaching

Some students participate in MOOCs because they find traditional college classes monotonous and not interesting enough. Compared with the carefully arranged content and rich and vivid teaching forms of MOOC courses, college courses mainly rely on teachers to teach alone, and some courses are repeated construction, which pales in terms of rich and vivid teaching methods and forms. Therefore, we should pay attention to reforming the means and forms of college classroom teaching, rely on multimedia, dialogue and discussion, experimental scenes and other teaching means, deepen the application of information technology, boldly explore blended learning, flipped classroom and other teaching means and forms, and enhance the vitality and interest of teaching.

7.5 Pay attention to the expansion of university classroom teaching

Under the current university teaching mode, the contact, communication and interaction between students and teachers are mostly limited to the classroom. In order to enhance the function and market of university teaching, university teaching should pay attention to the expansion of teaching and communication outside the classroom, create more places, opportunities and atmosphere for students to learn, interact and exchange ideas during college, so that universities can retain students, create an environment and shape values.

7.6 Support students to learn online courses and take the initiative to meet MOOC challenges

The rise and development of MOOCs has become an unstoppable trend, and universities should support and serve students to participate in MOOC courses while focusing on improving their own construction. Colleges should guide and help students to become rational MOOC learners, so that students can scientifically choose appropriate courses according to their own development plans, independently and efficiently participate in learning, and so that they can have strong learning goals and self-management capabilities, and promote themselves to adapt to the learning environment and mode under information and network conditions, so that they can better realize online and offline hybrid teaching and achieve a new realm of personalized, independent and lifelong learning.

8. Conclusion

When the post-00s step into the university campus, ideological and political theory courses not only face a broad space for development, but also bear the great mission of The Times. Taking MOOC as the platform, giving full play to the "online + offline" mixed teaching mode, constructing the second classroom and curriculum ideological and political system of the Communist Youth League, focusing on learning process innovation, relatively flexible teaching mode, and relatively strong teaching staff can effectively improve the theoretical and practical teaching effect.

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