

The Exploration of Digital Resource Library of Ideological and Political Courses in the Context of Blended Teaching: The Case of Consumer Behavior

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Keywords: Blended Teaching Mode, Ideological and Political Courses, Digital Resource Library, Consumer Behavior

Abstract: The blended teaching model, has attracted much attention in the theoretical and practical fields once proposed, and is considered to be the future development direction of higher education. The effective development of curriculum ideology and politics must rely on the construction of ideological and political resources. The main problems of curriculum ideological and political teaching in the blended teaching mode were discussed, taking the "Consumer Behavior" course as an example to discuss the role, goal and construction content of the construction of the curriculum ideological and political digital resource library, in an attempt to provide a certain example for the construction of the curriculum ideological and political digital resource library under the blended teaching mode.

1. Introduction

Curriculum ideology and politics refer to the integration of ideological and political education into various courses other than ideological and political theory courses, so that every course can have the function of nurturing students. In order to promote the high-quality development of curriculum ideology and politics in universities, the Ministry of Education issued the "Guidelines for the Construction of Curriculum Ideology and Politics in Higher Education" in 2020. The guidelines pointed out: "Innovate classroom teaching models and promote the application of modern information technology in curriculum ideology and politics teaching." In January 2022, Minister of Education Huai Jipeng emphasized, "We must accelerate the construction of a 'great ideological and political course' framework...make good use of social classrooms, create online cloud classrooms, and deepen ideological and political education throughout the entire course."

It can be seen that the combination of curriculum ideology and politics with digital teaching methods has become a new trend in university teaching. In this context, our university established an online open course on "Consumer Behavior" in 2021 and launched it on the Xueyin online platform. At the same time, the course started using a blended teaching mode combining online and offline elements. How to carry out curriculum ideology and politics in the context of blended teaching has been an issue actively explored by the teaching team in the past two years[1].

2. Analysis of issues in curriculum ideology and politics under the blended teaching context

2.1 The teaching methods of curriculum ideology and politics are not diverse enough, and the degree of intelligent teaching is low

In the current blended teaching approach, the teaching of ideological and political education in these courses mainly relies on traditional methods such as theoretical teaching and case studies, which still revolve around the teacher and fail to fully engage students' enthusiasm. Additionally, due to the weak awareness and capacity of university teachers in using information technology for teaching, the integration of digitized ideological and political education content into online platforms has not been effective, and digital teaching tools have not been effectively utilized in offline classrooms to enrich teaching methods.

2.2 The integration between curriculum ideological and political education and theoretical teaching content is insufficient

In professional courses, ideological and political education should be carried out with the main focus on the learning of professional knowledge, and the implicit integration of the ideological and political education goals should be strengthened. However, at present, there is a lack of "implicit integration" between the ideological and political education content and the subject courses. Instead, there is a widespread phenomenon of "simple transplantation, forced association, and rigid application," which not only undermines the disciplinary nature of professional courses but also fails to achieve the subtle and effective outcomes of ideological and political education.

2.3 The ideological and political education in curriculum lacks systematicity.

Although curriculum ideological and political education is not a separate course, it plays a crucial role in the teaching of "comprehensive ideological and political education" and professional courses. Therefore, it should have a well-established teaching system. However, the current objectives of ideological and political education in universities are vague, and the content system of ideological and political education is incomplete. There are issues of arbitrariness and randomness in ideological and political teaching, and both the content system and teaching methods system need to be optimized[2].

2.4 Ideological and political education lacks clear and reasonable objectives as well as objective assessment methods.

Although ideological and political education has become an important part of curriculum teaching, the assessment process still tends to focus on students' professional theoretical and practical abilities, while neglecting the assessment of ideological and political learning outcomes.

2.5 There is a lack of shared benefits in ideological and political teaching resources.

In the past, ideological and political teaching was carried out by individual teachers. When creating ideological and political teaching resources, teachers worked individually, and teaching teams and students were unable to share ideological and political teaching resources. This resulted in low efficiency in ideological and political teaching and insufficient student participation.

Given the common problems in implementing curriculum ideological and political education under the background of blended teaching models, the author believes that building a digital

resource library for curriculum ideological and political education can partially alleviate these issues. In the following section, the author will take the course "Consumer Behavior" as an example to introduce the goals of building a digital resource library for curriculum ideological and political education and provide specific explanations on the approach and content of resource library construction.

3. Objectives of Building a Digital Resource Library for Ideological and Political Education in the "Consumer Behavior" Course under the Blended Teaching Background

3.1. Comprehensive ideological and political resource system

In the construction of the digital resource library for ideological and political education, it is essential to first decompose the overall objectives of the course and chapter teaching objectives, determine the ideological and political teaching objectives, and ensure the organic integration and high unity of course teaching objectives and ideological and political teaching objectives. Based on this, the course team develop ideological and political teaching resources that match the course content, and finally unify the ideological and political teaching assessment objectives with the course assessment objectives, and establish a scientific and comprehensive ideological and political assessment system.

3.2. Sharing resources, avoid duplication

Team collaboration, joint development, and pooling of wisdom can improve work efficiency and enhance the quality of resource construction. Only through coordinated efforts can we end the long-standing situation of teachers working alone and avoid the repetition and inefficiency of individual development.

3.3. Enhancing teachers' blended teaching and ideological and political education teaching capabilities

In the development and utilization of digital resources for "Consumer Behavior" course's ideological and political education, teachers comprehensively deconstruct the ideological and political teaching system, develop ideological and political elements, design teaching methods and processes, which play a powerful role in promoting both blended online and offline teaching and ideological and political education in the course.

4. Construction contents

Based on the above construction objectives and thinking, the course team has constructed a digital resource library for ideological and political education integrated with professional teaching in the "Consumer Behavior" course. The construction of the digital resource library for ideological and political education involves following steps in terms of content:

4.1. Decompose the teaching objectives of ideological and political chapters in the course

The course team first determines the overall ideological and political teaching objectives that are in line with the overall teaching objectives of the course: guide students to have a comprehensive and objective understanding of human behavior; cultivate students' empathy to think from the perspective of others; and develop professional qualities that focus on the intrinsic needs of customers. Subsequently, by combining the theoretical teaching content of each chapter, the overall

ideological and political teaching objectives of the course are broken down, and the specific ideological and political teaching objectives of each chapter are determined.

4.2. Determining chapter ideological and political resources and teaching methods

According to the theoretical teaching content and the ideological and political education objectives of each chapter, we will explore the ideological and political resources of each chapter, determine the resource content, digital form, teaching methods, and means. Taking Chapter 2 "Consumer Purchase Decision" of "Consumer Behavior" as an example, the specific construction content of ideological and political education digital resources is introduced (as shown in Table 1).

Table 1: Content of Digitalized Ideological and Political Resource Development in Chapters.

Chapter Objectives of Ideological and Political Education: Cultivate a scientific consumer perspective and empathy, and focus on customer needs.				
Resource number	Resource name	Digital form of resources	Teaching Segment/Format	Ideological and political resources teaching objectives
2.1	Face up to your consumer needs	online voting	Offline course introduction segment / Superstar Learning Pass Platform online voting	By understanding the origin of consumer needs, guiding students to face their own needs, suppressing unnecessary consumption demands, and cultivating a scientific consumption perspective.
2.2	End is also a new beginning: Is selling products to customers enough?	Topic Discussion	Online interactive discussions after class/Superstar Learning Pass Platform initiates topic discussions	By exploring post-purchase behavior, guiding students to pay attention to the entire consumer journey, and cultivating a long-term marketing perspective.
2.3	What Do People Care About? - My "Generosity" and "Stinginess"	Case (text format)	Classroom Interaction	Through case studies, sharing the significant differences in consumer concerns for different products, encouraging students to share similar experiences, and reinforcing students' empathy.

4.3. Realizing the sharing of ideological and political resources in digital form.

Currently, our teaching team consists of 5 teachers. In order to facilitate the sharing of digital resources for ideological and political education, we have set all team teachers as online teaching team members on the Superstar Learning Pass Platform. This allows for the sharing of online teaching resources, and ideological and political education resources on the offline Superstar Learning Pass Platform can also be shared among team teachers. Teachers can collaborate in editing online ideological and political education resources. Additionally, all forms of digital ideological and political education resources can be uploaded to the course materials folder. Depending on the specific content requirements, the folder can be set to public or shared only within the teaching team [3].

5. Summary

Since its inception, ideological and political education has gained widespread attention in both theoretical and practical fields. With the implementation of educational digitization, blended online and offline teaching has also received significant attention. The urgent task in current university teaching is to better integrate ideological and political education with blended teaching. Currently, our school's "Consumer Behavior" course has received widespread praise from students and teachers for its rich content and diverse formats of digitized ideological and political education resources, and the teaching team has repeatedly won the teaching quality award of the college. However, the teaching team of the course is well aware that ideological and political education content and formats cannot remain rigid and must make use of blended teaching tools to promptly conduct surveys of ideological and political education, continuously update digitized ideological and political education resources, and adjust the means and tools of ideological and political education. Otherwise, there is a risk of falling into the trap of teacher-centered education once again. Throughout this process, teachers must continually learn to better grasp the concepts and tools of blended teaching and ideological and political education, achieving a dual upgrade in the levels of digitized teaching and ideological and political education.

Acknowledgements

This article is funded by the school level teaching and research project of the Law&Business College of Hubei University of Economics. The project name is: The Explore of Digital Resource Library of Ideological and Political Courses in the Context of Blended Teaching: The Case of Consumer Behavior, project number 2023J04.

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