

# *A Study on the Application Path of Educational Drama in College Ideological and Political Courses*

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**Abstract:** Educational drama, as an innovative approach to ideological and political education, has been widely applied in college ideological and political courses. This paper, through in-depth research and analysis, explores the application path of educational drama in college ideological and political courses. Through field surveys and literature reviews, this study reveals the potential of educational drama and how it can be effectively utilized in ideological and political courses. The research findings indicate that educational drama can enhance student engagement in ideological and political courses, improve their ideological and political literacy, and stimulate their creativity. This study provides valuable insights and recommendations for the reform of ideological and political courses in higher education, contributing to the enhancement of the educational quality of these courses.

## **1. Introduction**

College ideological and political courses are an important part of higher education in China, aiming to cultivate students' ideological and political awareness and literacy. However, traditional teaching methods for ideological and political courses have certain limitations in meeting the needs and expectations of today's students. Educational drama, as a novel educational approach, has emerged in college ideological and political courses and has achieved significant success. This paper aims to conduct an in-depth study of the application path of educational drama in college ideological and political courses, exploring how to better leverage the power of drama to enhance the educational quality of ideological and political courses.

## **2. Background and Potential of Educational Drama in College Ideological and Political Education**

### **2.1. Definition and Characteristics of Educational Drama**

Educational drama is an educational method that conveys knowledge, promotes learning, and fosters critical thinking through the medium of dramatic performance. The distinctive characteristics of educational drama make it an innovative teaching approach that has the potential to transform traditional ideological and political education methods. Educational drama places a strong emphasis on situational representation, simulating real-life scenarios that immerse students to better understand

and apply abstract ideological and political concepts. Role-playing is another prominent feature of educational drama, encouraging students to assume various roles, aiding their understanding of different perspectives and viewpoints while cultivating social and empathetic skills. Furthermore, educational drama emphasizes interactivity, encouraging active student participation, questioning, discussion, and collaboration, enhancing communication and cooperation among students. Most importantly, through emotional engagement, educational drama sparks emotional resonance within students, enabling them to grasp ideological and political content more profoundly, making the learning process more engaging and captivating.[1]

## **2.2. Current Status and Challenges of College Ideological and Political Courses**

College ideological and political courses have always held significant importance as they aim to cultivate students' ideological and political awareness and literacy, making them responsible and mission-driven citizens. However, traditional teaching methods of ideological and political courses face several challenges. Firstly, students are dissatisfied with the traditional one-way pedagogical approach. Modern students prefer to actively engage in the educational process, seeking more interactive and participatory learning experiences, which traditional ideological and political courses often fail to provide. Secondly, the content of ideological and political courses needs continuous updates to adapt to new societal challenges. With the rapid development and changes in society, ideological and political courses must keep pace, addressing new issues and topics such as globalization, technological revolutions, and more. Lastly, traditional classroom teaching methods struggle to genuinely foster students' ideological and political literacy, including critical thinking, innovation, and social responsibility. College ideological and political courses require more inspiring educational approaches to better meet the needs of students and society.[2]

## **2.3. The Potential of Educational Drama in College Ideological and Political Courses**

Educational drama, as an innovative educational method, injects new vitality into college ideological and political courses. When compared to traditional ideological and political courses, it possesses unique advantages that enhance the educational quality of ideological and political courses. Firstly, educational drama has the capacity to concretize abstract ideological and political theories by recreating scenarios, helping students gain a better understanding and internalization of course content. Through role-playing, students experience relevant scenarios related to ideological and political courses, making abstract theories more practical and intriguing. Secondly, educational drama can increase student engagement. Students take on roles in dramatic performances, actively participating in the development of the plot, which enhances their motivation and interest in learning. This interactivity promotes cooperation and discussion among students, deepening their understanding of ideological and political courses. Most importantly, educational drama aids in developing students' innovative thinking and problem-solving skills. Through dramatic performances, students can explore various solutions, uncover new perspectives, and nurture critical thinking all of which are core competencies that ideological and political courses aim to cultivate.[3]

## **3. Application of Educational Drama in College Ideological and Political Education**

### **3.1. Teaching Methods and Principles of Educational Drama**

Educational drama, as an innovative educational method, integrates various teaching methods and principles, profoundly influencing ideological and political education. Its core lies in situational representation, creating virtual scenarios to concretize abstract ideological and political theories,

enabling students to apply these theories in practical situations, fostering a deeper understanding. For example, in a simulated courtroom scenario, students can personally experience ethical dilemmas in the context of medical decisions. This approach allows students to better grasp the complexity of ethical decision-making, cultivating their moral judgment. This actual case highlights the significant role of educational drama in moral and ethical education.[4]

Role-playing is a pivotal component of educational drama, encouraging students to assume different roles, including ethical decision-makers and political decision-makers, thereby developing their social and empathetic skills. By taking on various roles, students can gain a better understanding of different perspectives, think critically about ethical, political, and social issues, and enhance their problem-solving abilities. Interactivity is another crucial principle; educational drama encourages active student participation, question asking, discussions, and collaborative problem-solving. This sparks students' critical thinking and problem-solving skills, aiding them in comprehensive engagement with ideological and political courses. Emotional experiences are an important feature of educational drama. Through role-play and situational representation, students can deeply immerse themselves in ethical, political, and social issues, fostering emotional resonance and promoting profound learning. This allows students to gain a deeper understanding of ideological and political course content, cultivating their sense of social responsibility and civic awareness. The teaching methods and principles of educational drama provide a rich and engaging learning experience, deepening students' thinking, nurturing their social and empathetic skills, and helping shape more ideologically aware students.[5]

### **3.2. Analysis of Practical Cases of Educational Drama in Ideological and Political Courses**

Educational drama has gained widespread application in college ideological and political courses. The following is an analysis of practical cases that showcase the diverse applications of educational drama in different fields:

#### **3.2.1. Moral and Ethical Education**

One university introduced a course titled "Ethical Decision-Making and Drama," in which students discuss ethical and moral issues through situational representation and role-playing. For example, students may role-play as doctors making medical ethical decisions. In this manner, students gain a deeper understanding of the complexities of ethical decision-making and develop their moral judgment. This practical case underscores the crucial role of educational drama in moral and ethical education.[6]

#### **3.2.2. Political Decision-Making Education**

Another university utilizes educational drama to simulate the political decision-making process. In this simulation, students assume the roles of government officials, legislators, and ordinary citizens, engaging in discussions and decision-making concerning real-world political issues. This role-play scenario helps students gain a better understanding of the complexities of political decision-making and fosters political thinking and civic engagement. This case highlights the value of educational drama in political decision-making education.

#### **3.2.3. Social Issue Exploration**

Another university employs educational drama to explore social issues such as poverty, human rights, and environmental protection. Students personally experience these issues through dramatic performances, gaining a deeper understanding of the complexities of social issues through emotional

experiences. This helps cultivate a sense of social responsibility and civic awareness. This case underscores the crucial role of educational drama in social issue education.

These practical cases illustrate the diverse applications of educational drama in ideological and political courses. It can be applied not only to moral and ethical education but also extended to political decision-making, social issue discussions, and other fields. These cases demonstrate the rich potential of educational drama as an educational tool, deepening students' understanding of ethical, political, and social issues, cultivating their thinking skills, and nurturing their social responsibility.

### **3.3. Application Paths and Strategies of Educational Drama**

To successfully apply educational drama in college ideological and political courses, wise paths and strategies are necessary. The following are key paths and strategies:

#### **3.3.1. Educational Drama Course Design**

Universities can offer specialized educational drama courses that train students in role-playing and situational representation skills in drama. This helps students better apply these skills to ideological and political courses. In these courses, students can learn basic concepts such as drama performance techniques, role analysis, situational representation, and drama direction. They can also participate in actual dramatic performances to enhance their expressive and communication skills. Such courses provide students with a solid foundation in drama, allowing them to better incorporate educational drama into ideological and political courses.

#### **3.3.2. Interdisciplinary Collaboration**

Interdisciplinary collaboration is an effective way to integrate drama education into various subjects within ideological and political courses. Experts in political science, ethics, sociology, and drama can collaborate to design interdisciplinary courses, providing a more comprehensive educational experience. This collaboration can promote the diversification of ideological and political courses, integrating knowledge and skills from different fields. For instance, a political science teacher can work with a drama director to create a political decision-making scenario, allowing students to assume various political roles and better understand the complexity of the political decision-making process. This interdisciplinary collaboration enriches the content of ideological and political courses, enabling students to cross various fields and cultivate their comprehensive thinking skills.

#### **3.3.3. Simulated Real-Life Scenarios**

Universities can simulate real-life scenarios, such as political decision-making processes, ethical dilemmas, or social issues. This provides an experimental environment in which students can apply the principles and methods of educational drama to enhance their understanding and critical thinking. For example, in a political decision-making scenario, students can role-play as government officials, legislators, and ordinary citizens, discussing and deciding on policy issues. Through situational representation, students can gain a deeper understanding of the complexity and importance of considering various factors in political decision-making. Simulated real-life scenarios allow students to better apply abstract ideological and political theories to concrete real-world situations, promoting deep learning.

#### **3.3.4. Educational Drama Resource Development**

Universities need to invest in developing educational drama resources, including drama scripts,

props, performance venues, and more. These resources support the application of educational drama in ideological and political courses, enriching the learning experience. Resource development includes selecting or creating drama scripts suitable for ideological and political courses, providing necessary props and costumes, and ensuring sufficient performance venues and equipment. Adequate preparation of resources facilitates the smooth execution of dramatic performances and situational representation, thus enhancing the quality of ideological and political courses.

### **3.3.5. Assessment and Improvement**

Universities should establish effective assessment mechanisms to monitor the effectiveness of applying educational drama in ideological and political courses. Assessment may include indicators such as student engagement, academic performance, ideological and political awareness, and more. Assessment results should be used for improvement and adjustment to continually enhance the teaching quality of educational drama in ideological and political courses. Regular feedback and assessment help universities better understand the impact of educational drama, further improving teaching methods and content.

Educational drama is a promising educational method that can enrich the content of college ideological and political courses and enhance students' learning experiences. Through a profound understanding of its teaching methods and principles, practical case analyses, and discussions on application paths and strategies, universities can better harness the potential of educational drama, improve the quality of ideological and political courses, and cultivate more ideologically aware students. Through appropriate course design, interdisciplinary collaboration, simulated real-life scenarios, resource development, and assessment, universities can effectively integrate educational drama into ideological and political education, making it a powerful tool for ideological and political education. This will help nurture a new generation of university students who are highly ideologically aware and possess a strong sense of social responsibility, contributing to the development of society and the nation.

## **4. Impact Assessment and Prospects**

### **4.1. The Impact of Educational Drama on Ideological and Political Courses**

Educational drama, as an innovative educational method, has been widely applied in college ideological and political courses. In this section, we will explore the impact of educational drama on ideological and political courses and analyze its positive effects.

#### **4.1.1. Enhanced Course Appeal**

The situational representation and role-playing in educational drama make the classroom more engaging and enjoyable. Students actively participate in the course through dramatic performances, increasing their interest in ideological and political courses. This helps enhance the appeal of ideological and political courses and reduces student resistance to traditional didactic education.

#### **4.1.2. Deepened Learning Experience**

Educational drama deepens students' learning experiences in ideological and political courses. Through situational representation, students better comprehend abstract concepts and theories because they can apply these concepts in practical contexts. Role-playing stimulates students' critical thinking and problem-solving abilities, thereby improving their academic achievements.

### **4.1.3. Cultivation of Social and Empathetic Skills**

Role-playing enables students to better understand different perspectives and viewpoints, cultivating their social and empathetic skills. This contributes to the development of students' social responsibility and broader interpersonal skills.

### **4.1.4. Eliciting Emotional Resonance**

The emotional experiences in educational drama can elicit emotional resonance in students, allowing them to gain a deeper understanding of the content of ideological and political courses. Through emotional experiences, students can more easily connect abstract concepts with their own emotions, making the learning process more engaging and captivating.

## **4.2. Limitations and Improvements of Educational Drama**

While educational drama plays an essential role in ideological and political courses, we must recognize its limitations and actively explore avenues for improvement.

### **4.2.1. Time and Resource Constraints**

Educational drama requires ample time and resources for preparation and implementation. Universities may face limitations in terms of time and resources, particularly in resource-constrained environments. Improvement pathways include more effective course design and resource allocation. Universities can consider integrating educational drama into existing ideological and political courses to reduce the time and resource requirements. Additionally, seeking external sponsorships and partnerships can help address resource challenges.

### **4.2.2. Variability in Student Engagement**

There may be differences in the level of engagement among different students, with some more willing to actively participate, while others may be more passive. Universities need to find ways to stimulate the active participation of all students. One approach is to establish incentive mechanisms and reward systems to ignite students' interest and motivation. Furthermore, teachers can employ diverse teaching methods to meet the needs of different students and encourage them to participate in discussions and performances. By providing various avenues for participation, universities can better capture students' interest, thus enhancing their learning experiences.

### **4.2.3. Evaluation and Feedback**

Assessing the effectiveness of educational drama can be complex due to its emotional experiences and resonance. Universities need to develop effective assessment tools to monitor students' academic achievements and the impact of ideological and political courses. Assessment tools may include academic papers, performance evaluations, discussion quality, and participation levels, among other indicators. Additionally, feedback mechanisms need to be improved for timely adjustments in course design and methods. Feedback from students and teachers is crucial for improving the application of educational drama. Universities can establish regular feedback mechanisms to encourage students to share their experiences and suggestions, thus continuously improving the quality of educational drama.

#### **4.2.4. Teacher Training**

University teachers may require additional training to effectively apply educational drama. This involves an investment of time and resources to enhance teachers' educational drama skills. Universities can consider offering training programs to assist teachers in better applying this educational method. Training can encompass drama techniques, situational representation methods, role-playing guidance, and assessment skills, among other content areas. Through training, teachers can confidently apply educational drama, thus providing more creative and effective ideological and political courses.

### **4.3. Future Directions for Ideological and Political Courses**

In the future, educational drama will continue to play a crucial role in ideological and political courses, but it will need to evolve and innovate according to evolving educational and societal needs. The following are future directions for ideological and political courses:

#### **4.3.1. Integration of Technology**

Future ideological and political courses will actively integrate advanced technologies, including virtual reality (VR), augmented reality (AR), and online educational tools. These technologies can provide more sophisticated teaching tools and resources for educational drama, allowing students to engage in more interactive and immersive experiences. Through the use of VR and AR, students can immerse themselves in virtual scenarios, interact with characters, and gain a deeper understanding of ethical, political, and social issues. Online educational tools can expand the audience's reach, providing more flexible learning opportunities, allowing students to participate in educational drama at their own pace, regardless of their location. This will add a new dimension to ideological and political courses, making educational drama more adaptable to evolving educational and societal needs.

#### **4.3.2. Diverse Roles**

Future ideological and political courses will expand the scope of role-playing to better reflect societal diversity. In addition to traditional political leaders and citizens, students may also play roles such as business professionals, social activists, scientists, and various other role types. This helps cultivate students' broader perspectives and understanding, enabling them to approach ethical, political, and social issues from different angles. Diversified role-playing also fosters creativity and ignites students' interests, making ideological and political courses more dynamic and enjoyable.

#### **4.3.3. Interdisciplinary Collaboration**

Future ideological and political courses will further promote interdisciplinary collaboration, integrating drama education into different disciplines. Experts in political science, ethics, sociology, and the field of drama will collaborate to design interdisciplinary courses, offering students a more comprehensive educational experience. Through interdisciplinary collaboration, students can relate knowledge and skills from different fields in ideological and political courses, better comprehending the complexity of ethical, political, and social issues. This will help students establish stronger connections between disciplines, making ideological and political courses more profound and extensive.

#### 4.3.4. Social Engagement

Future ideological and political courses will emphasize social engagement and practice. Students will have the opportunity to apply the knowledge and skills learned in ideological and political courses to real societal issues, fostering more socially responsible citizens. This can be achieved through volunteer projects, community service, government partnerships, and other means. Social engagement will help students transform abstract ideological and political theories into concrete actions, deepening their understanding of ethical, political, and social issues, and cultivating active civic awareness. This will infuse more practical elements into ideological and political courses, enabling students to better address real-world challenges.

#### 5. Conclusion

In conclusion, this paper delves into a comprehensive study of the application of educational drama in college ideological and political courses, uncovering its potential value and application pathways. Educational drama has the capacity to enhance students' ideological and political literacy, promote their active engagement in ideological and political courses, and stimulate innovative thinking. However, the application of educational drama in college ideological and political courses still faces certain challenges, requiring further refinement and development. In the future, we can continue to improve the application of educational drama through more research and practice, elevating the quality of college ideological and political courses and nurturing outstanding ideological and political talents.

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