

Study on the Construction of Online-Offline Hybrid Teaching Mode for Civics Classes in Colleges and Universities under the Background of Digitization

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Abstract: The rapid development of digitalization and intelligence continues to force the traditional teaching mode to change. Therefore, oriented by practical needs, the coupling of Civics teaching with cutting-edge information technology has given rise to a new educational form - online and offline hybrid teaching mode. Starting from the overview related to online and offline blended teaching of college Civics courses, we discuss the current difficulties in its construction: Teachers' traditional teaching concepts are solidified, online and offline education articulation is misaligned, and the online and offline teaching evaluation system is imperfect. In the reform of blended teaching of Civics and Political Science, the optimization of teaching content is the core link, the interaction of "student-centered" is the internal logic, and the diversified and three-dimensional assessment is the important guarantee strategy, which provides a new model and a new scheme for the universities to integrate the teaching advantages of Civics and Political Science with the modern information technology.

1. Introduction

As a key course in the implementation of the fundamental task of moral education in colleges and universities, the teacher of the Civics course should be at the forefront of the development of the times and change the thinking of education. By continuously promoting the innovation of teaching mode, tapping and integrating multi-dimensional teaching resources, and constructing the long-term mechanism of modernized education, we can achieve the purpose of enhancing the educational effectiveness of the Civic and Political Classes and the overall level of Civic and Political education, stimulating students' learning motivation, and cultivating newcomer to the times with all-round development in morality, intelligence, physical fitness and aesthetics.

2. The Necessity of Online-Offline Blended Teaching Reform for Civics Classes

Different from the traditional teaching mode, the reform and development of blended teaching mode can effectively reduce the boringness of offline classroom teaching. The use of advanced science and technology, the integration of multi-dimensional teaching resources, and then mobilize students' learning subjectivity, enthusiasm and critical thinking. Ultimately achieve the purpose of

optimizing the effect of classroom teaching and improving the quality of teaching.

"Digitalization" has profoundly changed the external environment and ecology of ideological education. The upgrading of Internet technology, the iteration of artificial intelligence, and the development of the big data industry have not only given rise to new business forms and new lifestyles, but also made cultural exchanges and integration among countries reach unprecedented speed and efficiency. Ideological propaganda has expanded from a one-dimensional theoretical narrative to a daily three-dimensional visual narrative, and the efficient dissemination of global ideology has brought new opportunities and challenges to the implementation of ideological propaganda in China. On the one hand, this has broadened the channels for our people to build up their "The Four Matters of Confidence"; On the other hand, Western countries are able to utilize their big data technology and capital advantages to carry out cultural infiltration into our country, which makes our ideological education disturbed both at the conceptual level and at the value level. Moreover, from a domestic perspective, modern media platforms underpinned by iterations of digital technology have greatly accelerated the efficiency of information interaction. Non-standardized, disorganized, fragmented and niche data and information and "decentralized" forms of data and information dissemination have given rise to more complicated contradictions and struggles in China's ideological field.

"Digitalization" has given birth to a new mode of teaching Civics courses to cultivate the talents needed in the new era. At present, China is in a new stage of comprehensive modernization, and high-quality development requires high-quality, high-quality, innovative and complex talents. Colleges and universities as the high ground of talent cultivation, the new historical orientation has put forward new requirements for education and teaching in colleges and universities, and the teaching of Civics and Politics courses in colleges and universities has also derived new standards. In the fourth industrial revolution, especially the MOOC era that has arrived through the changes of the Internet, the impact on traditional education has reached unprecedented heights. The traditional Civics teaching mode is increasingly highlighting the misalignment between it and the requirements of the new era of educating people. In this context, the value orientation of the ideological work in colleges and universities should be to be transformed by events, to advance according to the times, and to be new according to the situation. Therefore, in the new era, how to play a better role in the technical support of modern network information technology for the construction of civic politics courses, enhance the effectiveness of the teaching of civic politics courses, and build up a hybrid online and offline teaching mode of civic politics courses in colleges and universities has become an important content of the contemporary civic politics course construction.

"Digitalization" creates a technological fortress for online and offline blended teaching of Civics and Political Science courses. The development of information technology has provided new technical support for the practice of educational and teaching means, channels and methods, as well as external forces to promote the endogenous development of the Civics and Political Science course. First of all, Internet technology provides a carrier for online teaching of Civic and Political Science courses, and all kinds of teaching resources can be stored in the "cloud space" relying on big data and cloud computing and other technologies, so as to create a big data sharing platform for Civic and Political Science courses, which makes it possible for students to obtain course resources at any time and realize ubiquitous learning. Secondly, big data technology expands the resource boundaries of the Civics course, and big data realizes the digital transformation of the entity teaching resources of the Civics course by virtue of the diversified forms such as animation, picture, text, and audio/video, enriches and expands the theoretical elements of the Civics course in colleges and universities, and achieves the scenarios of the theoretical interpretation of the Civics course. Finally, digital technology enhances the accuracy of the teaching of the content of the civic politics course. The platform accurately profiles the orientation characteristics of college students by collecting and analyzing their data on online learning, course selection, and historical browsing, and realizes the precise grasp of

key issues in the teaching of the civic politics course through the analysis of big data to effectively satisfy the real demand for the precise supply of the content of the civic politics course.

3. The Dilemma of Online-Offline Blended Teaching Models in Civics and Political Science Courses

The era of intellectual networking makes the online and offline hybrid teaching reform of the Civics class in a more favorable environment. Hybrid teaching makes the traditional teaching of civic politics class to take advantage of modern technology from the content to the form of innovation and transformation, essentially solving the problem of civic politics class "what to teach" "how to teach" "how to evaluate", and become the current effective attempt to teach civic politics class. The problem of "what to teach", "how to teach" and "how to evaluate" has been solved, and it has become an effective attempt to teach civics and political science classes, and hybrid teaching has become a "new normal" from "emergency tool" to "new normal" for teaching after the epidemic. But in this process, blended teaching also highlights many weak links and problems that need to be solved.

3.1. Civics Teachers Teaching "Internet Panic"

Some teachers are unable to give full play to the advantages of online teaching in the implementation of online teaching due to the limitations of their educational concepts and experience, and some teachers have the attitude of not paying attention to online teaching and not paying attention to it. The stereotyped teaching concept of "blackboard + chalk" affects the effectiveness of teaching and learning seriously, which is manifested in the following aspects: First, the lack of technical capacity. Some teachers of Civics courses have limited mastery of network technology due to their age and educational background, resulting in a feeling of incompetence in the face of the integrated online and offline teaching mode. Second, the unfamiliarity of the online environment. For a long time, the traditional classroom teaching mode has made teachers of Civics accustomed to face-to-face teaching methods, and the emergence of the online teaching environment has made it necessary for them to re-adapt to the new teaching methods and teaching environment. Third, concerns about teaching effectiveness. Although the online-offline integrated teaching model has many advantages, there are also certain challenges. For example, how to ensure student participation, how to conduct effective classroom interactions, and how to assess student learning outcomes. These issues may cause Civics teachers to have doubts and concerns about the new teaching model. The phenomenon of "network panic" may lead Civics teachers to have reservations about the online-offline integrated teaching mode, thus restricting the reform process of the teaching mode.

3.2. Misalignment of Offline and Online Education

The blended learning model, as a nascent teaching model, makes communication across regions, time and disciplines a practical reality, this superiority also makes a tendency to appear in the current reform of the teaching mode of the Civics course, i.e., relatively more energy is placed on the online teaching of the mapping, but the innovative force endogenous to the traditional teaching is weakened. However, it needs to be clear that the traditional face-to-face teaching mode as the premise of the blended teaching mode and the foundation type project, is the main position of teachers to teach and educate people, teaching to solve problems, but also the central link in the construction of the blended teaching mode of Civics and Political Science courses.

The current process of online and offline teaching design and structure building of the Civics class has the condition of fuzzy goals and confusing ideas. Online teaching and online resources should be used as an extension of offline teaching, with the aim of deepening or broadening students' knowledge

and grasp of theoretical classroom content. But a common problem that exists in the construction of the current online platform is the disconnection between the online and offline unit content. The construction of the online platform is only "perfected" through the blind accumulation of a large number of teaching resources, without focusing on the screening of the quality of the resources and the organic integration of the resources, and the interpretation attributes of the teaching resources used for the corresponding knowledge points are not clear. Students form opinions such as "online content is useless", "online and offline knowledge is repetitive", and "online and offline knowledge does not match" when utilizing online platforms for learning, which leads to negative emotions among students. All of this in fact limits the actual mastery of the content and leads to inefficiency in actual learning.

3.3. Lack of a Proper Evaluation System for Online and Offline Teaching

Most of the traditional evaluation of Civics courses takes students' attendance, classroom performance, completion of assignments, and final examination as the main evaluation indexes, and often adopts the summative evaluation mainly based on the theoretical examination as the decisive assessment method. In the face of the trend of rapid coverage of online teaching, it is obvious that the traditional evaluation system can not meet the evaluation needs of online and offline teaching. For the present,, the online teaching evaluation mode of the Civics class mainly adopts process evaluation, and the selection of evaluation indexes lies in the students' learning data, online performance and so on. Although there is a shift in the form of evaluation, comparing the traditional evaluation of the Civics course, it is not difficult to find that the online evaluation system is a complete copy of the traditional evaluation model, and its evaluation effect is relatively weak. The reasons for this.

First, the evaluation criteria are vague. The former online-offline blended teaching evaluation system for the Civics and Political Science course lacks clear evaluation criteria. On the one hand, the evaluation criteria for online and offline teaching are not effectively differentiated, leading to overlapping or omission of evaluation content; On the other hand, there is a lack of targeted evaluation criteria for teaching aspects unique to blended teaching, such as online discussion and collaborative learning, making it difficult for the evaluation results to reflect the actual situation of teaching.

Second, there is a single way to evaluate. The existing evaluation system relies too much on traditional written test scores and teacher evaluations, and ignores the importance of students' self-assessment, mutual assessment, and process evaluation.

Third, evaluation feedback is lagging behind. Online-offline blended teaching is characterized by flexibility and real-time, yet the current evaluation system suffers from feedback lag. On the one hand, evaluation results are often published only after the end of instruction, which does not allow for timely guidance on instructional adjustments; On the other hand, the lack of timely feedback and solutions to students' problems and difficulties in the online learning process affects students' motivation and engagement.

Fourth, there is a lacking integration of evaluation systems. Blended online and offline instruction involves multiple instructional platforms and tools, yet existing evaluation systems often lack integration of these platforms and tools. That leads to difficulties in collecting and analyzing evaluation data, which prevents the formation of a complete teaching evaluation report and does not provide strong support for teaching decisions.

4. A Program for Constructing Online-Offline Hybrid Teaching Models for Civics and Political Science Courses

In the promotion of the blended teaching mode, it is necessary to focus on the improvement of the quality of offline classroom teaching, grasp the functional positioning of face-to-face classes,

highlight the characteristics of thematic education, and firmly grasp the teaching essence of face-to-face courses. By deepening and expanding the online teaching mode, the online and offline teaching will form complementary advantages and establish the basic principles and positions for the reform of the blended teaching mode of Civics and Politics courses.

4.1. Optimization of Teaching Content is the Crucial Aspect

As a core course for the implementation of moral education, the teaching content of Civics is not a simple political slogan or empty theoretical indoctrination, but a scientific system with rigorous logic, a complete knowledge system and a tight theoretical framework. Therefore, in creating blended teaching content, it is necessary to implement the principle of "content as the core" and realize the unity of politics and rationality, the integration of value and knowledge, and the combination of theory and practice. "The essence of the Civics class is to reason, and to focus on ways and means to make the reasoning profound, thorough and vivid." [1] In the theoretical teaching process, the function of online teaching resources is more embodied in assisting students to understand and grasp the overall framework of the course knowledge, basic knowledge, logical relationships and key points, to solve the basic and common problems of student learning; The offline teacher's fine-tuned explanation is based on this to do specific heavy and difficult point explanation for the students' learning situation, which solves the problem of the students' learning enhancement and individuality. At the moment, the online resources for blended teaching of Civics and Politics courses are generally in the form of universities and self-built, including but not limited to the forms of citing external resources and creating educational resources with the school's characteristics. This requires colleges and universities to realize creative integration on the basis of following the content, system and logic of the textbooks, converting the textbook system into a teaching system as a whole, thus effectively enhancing the level and efficiency of reasoning in Civics and Political Science classes.

In addition, the realization of "content-centeredness" in blended learning also puts higher demands on teachers. On the one hand, teachers should adhere to the problem orientation and respond effectively to students' doubts. Through big data processing technology, teachers can understand the teaching and learning situation online, accurately understand the reality of students' concerns, and grasp the prevalence of students' confusion and problems. Students' difficulties and confusions, hot issues of concern are integrated into offline classroom teaching, and students are guided to complete the task of constructing the knowledge system of Marxist theory in the process of solving doubts and explaining puzzles. Secondly, it is necessary to excavate diversified materials and innovate the form of discourse expression. Civics classes need to be alive to reason, evolve with the times, and be new in light of the situation, and to tap into fresh materials that are close to life and connected to the realities of the world. Utilizing the most typical cases, the most vivid events and the most vivid characters to tell the story of the Chinese nation and the story of the CPC.

4.2. "Student-Centered" Interactions are Inherently Logical

"In the case of a single individual, all the motives of his behavior must pass through his mind and must be transformed into motives of his will in order to make him act." The concept of "student-centered" requires respect for the student's subjective position, in line with the cognitive characteristics of students and acceptance of the law, teaching organization and teaching design should be mainly focused on promoting students' independent learning" and "building a good interactive learning environment. The organization and design of teaching should mainly focus on "promoting students' independent learning" and "building a good interactive learning environment".

Before the class, teachers can analyze the online learning platform by analyzing the subject specialties, issuing questionnaires and other forms of understanding the students' learning situation,

to collect the students' more interested in different chapters of the problems, knowledge points, preferred ways of interaction and so on. Attention is paid to openness and uniqueness when conducting instructional design, and online teaching resources and activities are promoted to be dynamic and open. On this basis, dynamic adjustments are made according to student learning conditions and contexts to achieve good online learning results. In the lesson, this is the core link to realize the interactive construction between students and teachers, and also an important way to solve the confusion and difficult problems of students' online independent learning. Therefore, students can be encouraged to actively express their views through a distinctive pop-up style of engagement; Motivate students to explore with the help of inquiry-based pitching mechanisms; Check student learning in real time with the help of instant quizzes; And through cooperative learning, students develop teamwork and communication skills. After class, on the one hand, the online platform constructs extended learning resources to deepen students' understanding of the content of the first classroom and extended learning; On the other hand, the learning effect of students is tested by setting up hi-ti, and part of the exercise setup can be used to test students' mastery of classroom theoretical content, and part of it can be used to test students' ability to analyze and solve complex problems.

4.3. Multi-dimensional Assessment is the Important Guarantee

Course assessment methods and standards as the main means to test the effectiveness of teaching, but also has the function of promoting students to optimize the learning method and improve the learning effect. However, there are some drawbacks in the traditional assessment of Civics and Political Science courses, such as monistic evaluation indexes, homogenization of evaluation subjects, and simplification of assessment means. However, in the blended teaching mode, the assessment standard of the Civics course can enjoy the diversified development, which is an important guarantee to effectively regulate and motivate the Civics course to realize the organic interaction between "teaching" and "learning".

The assessment criteria should reflect the three dimensions of theoretical literacy, capacity development and quality enhancement. In terms of theory, students' mastery of the basic theories and core viewpoints of the Civics and Politics program is tested through closed-book exams and online tests; In terms of ability development, students' ability to analyze and solve problems as well as teamwork can be examined through case studies and group discussions; In terms of quality enhancement, students' critical thinking ability, innovative awareness and sense of social responsibility can be assessed through course papers and social practice reports.

Appraisal standards should realize the diversification of appraisal subjects and promote multi-perspective appraisal. Hybrid teaching upholds the concept of diversification of the main body of the assessment, through self-evaluation, student-student mutual evaluation, group evaluation, student representative evaluation and teacher evaluation and other ways to realize the transformation of the traditional teacher-centered single evaluation mode in the assessment of the Civics course to a multi-body comprehensive assessment, and to enhance the objectivity and fairness of the assessment results through the diversified assessment perspectives. Students are able to self-reflect, summarize and improve on the basis of evaluation feedback in the face of multiple evaluations, thus enhancing their self-management and independent learning ability.

5. Conclusions

Civics course is a key course for higher education institutions to implement the fundamental task of cultivating morality, and the teaching reform of Civics course takes value leadership as its mission, adheres to the principle of cultivating morality and casting souls to cultivate people, forges ahead, constantly explores the reform of teaching mode, and achieves the enhancement of teaching

effectiveness, and Civics course carries out the mixed mode of on-line and off-line, and the teaching reform presents the upward spiraling trend. Students are not only the object of teaching ideological and political courses, but also the main body of course learning, as well as the main body of evaluating the effectiveness of the teaching of the Civics course. The implementation of online and offline hybrid teaching, a new model of Civics, can enhance the wholeness and relevance of the content, improve the clarity and perceivability of the teaching, as well as enhance the fun and attractiveness of teaching, and improve the students' sense of access to and satisfaction with the Civics course. It is of great significance to apply the online-offline hybrid teaching mode to the ideological and political education work in colleges and universities, and college administrators and teachers of ideological and political courses should follow the development of the times. College administrators and teachers of Civics should follow the development of the times, scientifically use all kinds of networked teaching means, take effective measures to give full play to the advantages of online and offline hybrid teaching mode, enhance the effectiveness of Civics education, and comprehensively implement the fundamental task of cultivating morality and educating people.

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