

## Ideological and Political Education in University Integrating OBE's SPOC Education Model

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**Abstract:** With the rapid development of educational theory and computer information technology, people's ideas have changed greatly, which has a great impact on the development of education. Online education has developed rapidly, and the SPOC teaching mode combining face-to-face classroom teaching and MOOC teaching has also emerged in the development wave of online education. The “two-way integration” of ideological and political education(IPE) and professional courses is in line with the inevitable trend of the development of the times and has high practical significance and practical value. Under the OBE concept, the teaching mode of “two-way integration” of IPE and professional courses has a new way of innovation and development. Relevant workers need to design and arrange professional courses reasonably according to the OBE implementation principles to enhance the integration of professional courses and IPE. This article aims to improve the IPE model in universities, guided by the OBE teaching concept that focuses on students' real learning outcomes, and explores the essence of aesthetic education as a key entry point. It fully utilizes the ideological attributes of aesthetic education, clarifies the inherent correlation between IPE and aesthetic education, explores the integration between the two, and promotes the feasibility of practical transformation. Through theoretical and practical support, the value of IPE in universities can be returned.

### 1. Introduction

The ideological and political theory course in university is the main channel of ideological and political work in university, and its main task is to educate college students on Marxist theory and IPE. At present, with the rapid development of China's socialist market economy and the increasing degree of informatization, college students' thoughts are also characterized by differences and diversity due to many external factors [1]. Ideological and political education in university, as the key support of moral education, is related to the fundamental problem of what kind of people, how to train people and for whom. In actual education and teaching, ideological and political teaching is compulsory, indoctrinating and mechanical, which is difficult to meet the spiritual and aesthetic needs of contemporary college students, so ideological and political teaching in university in the new era has a long way to go [2]. The ideological and political theory course in university must adapt to the requirements of the development of new media era, carry out corresponding reform and innovation in teaching mode, organically combine teaching with research, personnel training with discipline construction, highlight the subjectivity of students' learning, enhance their learning consciousness, improve the innovation of teachers' teaching, expand the depth and breadth of teaching content, realize the educational goal of teaching, and give full play to the unique advantages and functions of the research-based teaching mode of ideological and political theory course in university [3].

Under the new situation, ideological and political work in universities has encountered new challenges, and many urgent problems have emerged in ideological and political theory courses [4]. For example, the reform of teaching methods for ideological and political theory courses lags behind, the teaching content of ideological and political courses(IPC) is not closely integrated with the ideological reality of college students, the quality of teaching and research teams for ideological

and political theory courses urgently needs to be improved, and the effectiveness and timeliness of IPC in universities are not strong, and the pertinence is not enough [5]. It is necessary to deepen the reform and research of teaching methods for ideological and political theory courses in universities, whether it is to solve the current problems in the ideological field of college students or to address the drawbacks in the teaching of ideological and political theory courses in universities. Strengthening research on the teaching reform of ideological and political theory courses, innovating the advantages brought by network information technology, and actively promoting the practice and research of SPOC teaching mode have significant theoretical and practical significance for the reform of teaching methods in universities and the growth and development of college students [6]. We need to accelerate the organic integration of art education and IPE, and point out the direction for the reform of IPE in universities. Therefore, based on the OBE education model that emphasizes the guidance of teaching and the purpose of learning, optimizing the content of IPE with the emotional orientation of aesthetic education, enhancing the effectiveness of IPE with the flexible force of aesthetic education, emphasizing the pertinence, effectiveness, and affinity of IPE, and constructing a comprehensive ideological and political new model that combines hard and soft, and combines explicit and implicit aspects, is a new direction for IPE in universities [7].

This paper expounds the operation of SPOC mode in ideological and political theory courses in university by comprehensively applying the relevant principles of pedagogy, politics and system theory. According to the method of combining literature research and empirical investigation, this paper systematically studies and analyzes SPOC mode in ideological and political theory courses in university from the theoretical and practical perspectives, analyzes the theoretical basis and value of using SPOC mode in ideological and political theory courses in university from the theoretical perspective, and analyzes the teaching model design and possible challenges and solutions of using SPOC mode in ideological and political theory courses in university from the practical perspective. Taking the course “Dynamic Website Design and Development” as an example, this paper studies and explores the proper integration of OBE and SPOC, redefines and designs the teaching system of ideological and political theory course based on SPOC teaching mode, taking the principle of “results-oriented” of OBE education concept and the key steps of implementing OBE as clues.

## **2. An Overview of IPE in University Integrating OBE SPOC Education Model**

### **2.1 The Construction Strategy of Innovative Teaching Mode of “Two-Way Integration” between Ideological and Political Education and Specialized Courses Based on OBE Concept**

To build an innovative teaching model of “two-way integration” between IPE and professional courses based on the OBE concept, we must follow the principle of OBE implementation [8]. With the attention of the country and policy support, more and more attention has been paid to the content of IPE and aesthetic education in universities [9]. However, there are still two extreme tendencies in teaching practice: firstly, aesthetic education is understood as a simple artistic form or skill, which is “formalized” into IPE; The second is to understand aesthetic education as a pure entertainment behavior of “pleasing to the ears and eyes” in ideological and political teaching, ignoring the inseparable coupling relationship between aesthetic education connotation and ideological and political teaching, and ignoring the profound significance of aesthetic connotation on students' moral emotion and moral behavior [10]. However, in actual teaching, teachers' explanations often occupy most of the classroom time, and college students, as teaching objects, are often in a passive acceptance position. The shortcomings of this full lecture teaching model are quite obvious: there is less interaction between teachers and students, teachers are very hardworking, students are very tired, teaching and learning are disconnected, and the teaching effect is poor. Adopting a research-based teaching model has been proven in practice to change the above situation to a certain extent, effectively highlighting students' subjectivity in teaching, fully exerting their own subjectivity, and cultivating students' ability to actively and deeply explore problems.

Based on the integration of OBE concept and IPE, the logical closed loop of teaching reform of product design curriculum system is constructed according to the “setting-realization-evaluation” of

teaching results. As shown in Figure 1. Set the final results of the curriculum system from the two dimensions of teachers and students, promote the reform of the teaching system, refine the IPE resource database of product design courses, and cultivate all-round talents to meet the social needs and serve the local economy.

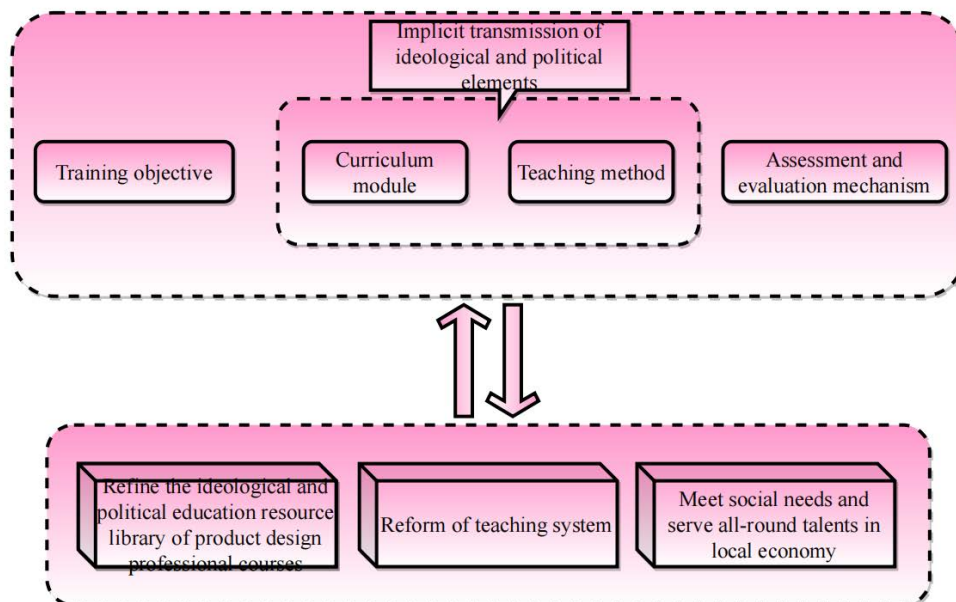


Fig.1 The Path of IPE Reform of Product Design Courses under the OBE Concept

Under the OBE concept, the curriculum teaching and training system is a closed circular chain consisting of modular processing of the curriculum system, refined development of teaching content, innovative improvement of teaching methods, and assessment and evaluation of teaching results. The levels are linked and play a supporting and guiding role.

## 2.2 The Basic Connotation and Characteristics of SPOC

SPOC has received widespread attention from the education industry due to its small scale and restrictive characteristics. However, in addition to the advantages of these two aspects, SPOC also has characteristics such as the limitations of teaching objects, targeted teaching content, and interactive teaching processes, which facilitate schools to strengthen the management of online learning for students. The connotation of “privacy” refers to the restrictive conditions of course openness, and only learners who meet the SPOC learning conditions can successfully register to participate in course learning, which is where the privacy of SPOC lies. The second is to understand the basic connotation of SPOC from the perspective of its basic concepts. “SPOC is based on online teaching platform lecture videos, integrated with online evaluation, synchronous question answering and other functions, and tries to flip classroom teaching as far as possible.” After a round of teaching reform practice, the author has had a personal experience and feeling of the mixed teaching of IPC based on SPOC, and has several immature thoughts on how to improve this model. The '90s generation' and the '00s generation' college students we are facing grew up in the information age, and they are known as 'digital indigenous people'. The Internet has become the most important tool for their learning, life, and communication. The blended teaching reform has gained the love and support of most students, indicating that this teaching model is in line with the learning psychological needs of most students.

To put it simply, the SPOC+MOOC education model expands the learning audience to college students, breaks the teaching pattern used by a specific class, and prevents the audience from being generalized; Positioning the users as college students, controlling the learning objects in a reasonable range, and flexibly controlling the number of learners, so that the objects are accurate to

specific groups, which solves the problem of low learning efficiency in the low-threshold learning environment and effectively exerts the effectiveness of IPE. The SPOC+MOOC educational model is to show the knowledge points by video, which is different from the traditional classroom teaching. Teachers need to re-integrate the information, make the video teaching content fit the teaching plan, enhance the interest, stimulate students' discussion, and meet the teaching requirements and achieve the teaching objectives, which undoubtedly increases the difficulty of preparing lessons for teachers and has higher requirements for teachers' ability. In addition, SPOC and MOOC are the products of the continuous development of the Internet. Although these new models have been continuously studied and applied, they have not formed systematic experience. Teachers should not only quickly understand and master this new model, but also enrich and develop its theory in practice, which is a great test for teachers' ability, and it is urgent for ideological and political educators to improve their comprehensive quality to adapt to the new development.

### **3. Strive to Explore the Effective Ways to Reform the Research-Oriented Teaching Mode of Ideological and Political Theory Courses in University in the New Media Era**

#### **3.1 Combination Mode of Teaching and Scientific Research**

With the more extensive application of various media technologies in teaching, ideological and political theory courses in some university will rely too much on multimedia in pursuit of novelty and enthusiastic response of classroom effect. This teaching method lacks the analysis of the evolution process, the research and grasp of the theoretical content and its internal master-slave relationship and echo relationship, which will make the whole teaching process lack systematic coherence and theoretical guidance. The reform and innovation of teaching content is guided by curriculum modules, linked with IPE elements, and runs through the whole teaching process with the cultivation of values. Different teaching modules inject suitable IPE elements according to the refined design of teaching content. For example, the teaching content of the aesthetic basic module curriculum group is refined into cognitive expression of modeling, design development history, design and culture, and traditional culture, revolutionary culture, craftsman spirit and other IPE elements are injected into it. Starting from the professional basic curriculum module, the awareness of IPE is established to achieve the goal of IPE. Classroom teaching in offline teaching links is mainly based on Case method, which helps students understand design concepts; Integrating practical aspects into the course, the results of each stage can be tested in practice. While improving the design results, knowledge and experience can also be obtained and applied to the next stage of the course. The integration of teaching and competition is also a key link in the reform and innovation of offline teaching methods. Each course module corresponds to the corresponding design competition, and the course results are tested in the competition to promote teaching. The design of SPOC courses is divided into two stages: pre online teaching and offline classroom teaching. Firstly, students need to register a private account in real name at the SPOC center, then log in to the SPOC platform and choose the courses they want to take. Therefore, the first step for students to learn new knowledge is to watch teaching videos, and the time for watching the videos can be determined by the students themselves, The learning progress and learning methods are also adjusted by students according to their own situation, but the time and progress of video learning must be synchronized with the time when teachers organize classroom teaching.

SPOC mode can not only solve students' difficult problems, but also open up teachers' ideas, so that teachers can seize the opportunity to generate classes according to reality and guide students to explore some deep-seated problems. Through the way of group cooperation and inquiry, students are brave enough to express their own views, and their expression ability is improved, while their self-personality is also developed. It can be seen that the whole learning process of SPOC includes three stages: self-study before class, study in class and extension after class. The teaching links are complete and the structural design is scientific and reasonable. Combining with the content of IPE, we can realize the cross-border integration of art and IPE with art works that reflect major historical events, social changes and the spirit of the times. Through art appreciation and explanation of

ideological and political background knowledge, students can understand history, national conditions and the times. Finally, the content of IPE should be close to the times, the aesthetic psychological needs and emotional needs of students. Too old and boring ideological and political content can not attract students' aesthetic attention, so we should choose aesthetic focus that can stimulate students' aesthetic feeling and moral sense to promote teaching layer by layer. For example, the content of IPE should be supplemented around social hotspots and current political focus, so that students can have a strong interest in learning in perceptual aesthetic experience.

### 3.2 Construction of SPOC Teaching Mode for Ideological and Theoretical Courses in University

The ideological and political theory course in universities is a highly theoretical course, which has both educational and ideological characteristics. When carrying out the teaching reform of SPOC mode, it is necessary to take into account these two characteristics. In addition, when designing SPOC courses for ideological and political theory courses in universities, basic educational laws and special online learning principles need to be followed. The principle of development in the teaching of IPC refers to the need for IPC to meet the future value needs of learners. It is required to take students' satisfaction level as the starting point of IPC, fully considering students' distinct personalities and believing that students have a certain ability to make independent choices and receive independently.

Students' knowledge needs to be updated, their emotions need generate, and their behaviors look forward to the trend; In today's diversified information, students are constantly bombarded by various educational information. Different individuals have different abilities of “independent choice” and “independent acceptance” of these educational information, but they are constantly pursuing self-breakthrough and renewal. The teaching of IPC follows the developmental principle in order to adapt to these characteristics and requirements of students. The curriculum design of SPOC has changed this situation. In the online learning stage of SPOC mode, learners conduct ubiquitous learning based on “micro-courses”. According to their own situation and learning characteristics, learners can independently control the learning time and place, master the pace of watching videos, quickly advance or skip the content they have understood, watch the content that is difficult to understand repeatedly, and suspend the teacher's “lecture” at any time as needed. Learners have plenty of time to deepen their understanding of the video content and take notes, and teachers reduce the time for repeated explanations. Teaching evaluation is an important link in curriculum design. Teaching evaluation can measure the degree of teachers' teaching goals and students' learning effects.

The SPOC model innovates evaluation methods and standards, making it more operational, scientific, and reasonable. In summary, the SPOC model achieves equal emphasis on formative and summative evaluations, a combination of online and offline evaluations, and a coordination between personality development and ubiquitous learning. Offline assessment includes group cooperative learning results report, classroom discussion, online learning effectiveness test and other ways. The final assessment refers to the offline final exam, which is conducted in both written and open-book forms. The assessment items and their proportion to the total score are shown in Table 1.

Table 1 Evaluation Plan For Mixed Teaching Assessment

Assessment module	Proportion	Assessment items	Proportion of modules occupied	Assessment method
Online assessment	50%	Unit quizzes	50%	Computer review
		Forum Discussion	50%	
Offline assessment	50%	Classroom participation	60%	Co evaluation between teachers and students
		Final exam	40%	Teacher review

Teaching videos are the core of SPOC teaching resources, and should be deeply designed from three aspects: learning content, teaching strategies, and media to stimulate students' internal motivation and promote effective learning. The course video should not be too long, as it is the standard for “micro courses” or “micro videos”. The general approach is to decompose a knowledge

unit into several knowledge modules with a duration of 8-12 minutes. Each video explains a knowledge point or question, and there are embedded quizzes in the video. Therefore, the evaluation of SPOC focuses more on the development of students' personalities, and in order to ensure the development of students' personalities, the SPOC model uses a form of ubiquitous learning, where students can independently choose their learning methods and content, and adjust their learning progress. When encountering problems during learning, students can stop the learning process or post them for discussion, communicate and interact with classmates, or consult teachers, etc. This way, students will not accumulate too many problems. On the one hand, it ensures the progress of their next stage of learning, and on the other hand, it also enhances students' confidence in learning, ensuring that they do not feel discouraged.

#### **4. Conclusions**

Ideological and political education is an effective tool and key support for university to establish morality and cultivate people. Based on the theoretical analysis of the connotation of aesthetic education, this paper focuses on the coupling research of IPE and aesthetic education in university, deeply excavates the aesthetic education elements in the process of IPE, and reveals the teaching principles and educational laws that should be followed in this process by clarifying the internal logic of "aesthetic education". A large number of research results on the SPOC teaching model are based on reflection on the drawbacks of MOOC, which is also the main driving force and practical requirement of SPOC research. The promotion of SPOC in various fields is bound to promote the improvement of learning efficiency and individual quality of the whole society. It is also necessary and important to explore the specific application of SPOC model in other social learning activities and skill training. Finally, under the guidance of teachers, the selected works with good content and form can be displayed in class or school, so that more students can share their research results. Because the way of thinking and expression among students are closer, these research viewpoints and achievements will have a good persuasion effect among students, thus improving the attractiveness and persuasiveness of theoretical education and enhancing the teaching effectiveness.

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