

Construction and Implementation of “Project-oriented and Task-driven” Blended Teaching Mode in *Outline of Chinese Modern History*

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Abstract: Based on a great number of literature, connotations and characteristics of “project-oriented and task-driven” blended teaching mode are studied by project group, current status, course nature and direction of *Outline of Chinese Modern History* are scientifically analyzed, and the necessity of the application of this teaching mode in this course is explored. Combining rich teaching experience, specific universal and individualized project task of “project-oriented and task-driven” blended teaching mode in different chapters of *Outline of Chinese Modern History* are designed by project group in collective preparation of instruction and discussion, online-offline blended teaching mode by virtue of MosoTeach platform is determined, and implementation process of entire project is designed. Finally, the effects, innovation points and application prospect of “project-oriented and task-driven” blended teaching mode are concluded by the project group.

1. Introduction

“Blended teaching mode” is to combine traditional teaching method and Internet teaching, focusing on giving full play to teachers’ guidance and inspiration, and mobilizing students’ initiative, enthusiasm, creation and participation in learning.

“Project-oriented and task-driven” mode is a teaching method based on constructivism teaching theory, requiring teachers to design universal and individualized project task according to students’ psychological and cognitive characteristics and topic teaching contents on the basis of constructivism theory, and students to build learning group, perform task decomposition and complete all links of project. In online and offline mode, students can be involved in the entire course learning, including before-class, in-class and after-class, so as to integrate teaching knowledge objectives, course theoretical and practical contents and course works during learning and doing. In this way, the transformation from teaching material system to teaching system, and the task-oriented teaching system and function-oriented task system can be accomplished. “Project-oriented and task-driven” teaching method, consistent with blended teaching mode, can be integrated into it to establish “unified approach” teaching and serve application-oriented educational and teaching reform and innovation.

2. The Necessity of Implementing “Project-oriented and Task-driven” Blended Teaching Mode in *Outline of Chinese Modern History*

Outline of Chinese Modern History is one of five compulsory ideological and political courses for undergraduates in China, aiming to guide college students to understand the modern Chinese social development and reform, construction, historic progress of reform and its internal rules, national history and situations, as well as deeply learn the causes for history and people choosing Marxism and CPC, the road of socialism, reform and opening-up. It is beneficial for students to adhere to correct view of history, be alert to and avoid the impact of historical nihilism and correctly understand the era background and historic mission, so as to struggle for the rejuvenation of Chinese nation. Hence, it is essential to innovate classroom teaching mode and deepen the new requirements of classroom teaching reform and application-oriented course construction.

During recent years, the project group has conducted investigation on the learning of 10439

students in our university. According to data of investigation report of ideological and political teaching for freshmen of 2018 and 2019, animated, vivid and interesting ideological and political course is what students look forward to. The 10439 valid questionnaires show that 57.56% of students look forward the combination of ideological and political course and professional course, 66.99% of them hold that the reform and innovation of the course shall be combined with arts, 77.05% of them think that the contents of the course shall be inclined to college students' practical learning and life, 50.65% of them consider that the process evaluation and result evaluation shall be adopted in the examination of the course at the same time, and 46.44% of them choose the form of open-book examination.

Therefore, starting with students' learning, based on respecting basic teaching contents of the course and basic requirements, "project-oriented and task-driven blended teaching mode" is adopted by the project group. With teaching contents of book transformed to three universal projects and three individualized projects, by virtue of MosoTeach and online-offline blended teaching, three problems are solved, such as the weak status of students in teaching, the disconnection of the course from major and students' cognitive rules and acceptance characteristics and the single evaluation method, so as to improve students' eight capabilities.

3. The Design, Implementation and Evaluation of the Course

3.1 Course design

In terms of course design, based on understanding and analysis of 2018 version of teaching materials, the project group took participation in training on teaching materials in Shaanxi Normal University. Through analysis, *Outline of Chinese Modern History* is divided to Part 1, Part 2 and Part 3, 11 chapters in total. Based on the analysis of books, the development of Chinese modern history is divided to 23 events distributed in the 11 chapters. Based on the 23 events, the historic development characteristics of each era are introduced to guide students to widen knowledge, understand history and develop interest by shooting the videos of "Today on History". By shooting "history scene play", they can explore, analyze and develop interest in history. Through "in-depth discussion" to further analyze learned knowledge, students' teamwork, thinking, analysis and query abilities can be improved. By virtue of "cartoon drawing, architecture drawing by hands and poem writing", their practical and innovative abilities can be enhanced. Specific design thinking and project items are shown in table 1.

Table 1 Course design

Part	Chapter	Chapter name	Project task (universal)	Learning creations (individualized)	Students' quality capabilities
Part 1: From Opium War to the eve of May 4 th Movement (1840-1919)	Chapter 1	Struggle against foreign aggression	Today on History (or historic events close to class time) History Scene Play: Destroying Opium at Humen Beach, the Taiping Heavenly Kingdom, westernization movement, Constitutional Reform and Modernization, the Revolution of 1911	Theme of cartoon drawing, architecture drawing by hands and poem writing: Destroying Opium at Humen Beach	International horizon and communication, knowledge acquisition and internalization, independent thinking ability, expressing and communication, devotion and gregariousness and cooperation, knowledge application and
	Chapter 2	Early exploration of national future	In-depth Discussion: 1. Why do college students need to learn Chinese modern history and how? 2. How is the historic task of great rejuvenation of Chinese nation proposed? 3. Why does the early exploration of national future fail? 4. Why is the Revolution of 1911 a success and failure at the same time?	Theme of cartoon drawing, architecture drawing by hands and poem writing: Taiping Heavenly Kingdom, westernization movement, Constitutional Reform and Modernization	
	Chapter 3	The Revolution of 1911 and the ending of absolute monarchy		Theme of cartoon drawing, architecture drawing by hands and poem writing: the Revolution of 1911	
	Chapter 4	Epoch-making	Today on History (or historic	Theme of cartoon drawing,	

Part 2: From May 4 th Movement to the founding of People's Republic of China		events	events close to class time) History Scene Play: May 4 th Movement, the founding of People's Republic of China, Nanchang Uprising, the Autumn Harvest Uprising, Guangzhou Uprising, the Xi'an Incident, Hundred-Regiment Campaign In-depth Discussion: 1. Why is Marxism chosen by history and people? 2. Why is the founding of People's Republic of China called the epoch-making event? 3. How is the new path of Chinese revolution explored and created? 4. Why is Chinese Anti-Japanese War called sacred national liberation movement? 5. Why is CPC called the mainstay of Anti-Japanese War?	architecture drawing by hands and poem writing: May 4 th Movement, the founding of People's Republic of China	innovation, political quality
	Chapter 5	New path of Chinese revolution	Nanchang Uprising, the Autumn Harvest Uprising, Guangzhou Uprising, the Xi'an Incident, Hundred-Regiment Campaign In-depth Discussion: 1. Why is Marxism chosen by history and people? 2. Why is the founding of People's Republic of China called the epoch-making event? 3. How is the new path of Chinese revolution explored and created? 4. Why is Chinese Anti-Japanese War called sacred national liberation movement? 5. Why is CPC called the mainstay of Anti-Japanese War?	Theme of cartoon drawing, architecture drawing by hands and poem writing: Nanchang Uprising, the Autumn Harvest Uprising, Guangzhou Uprising	
	Chapter 6	Anti-Japanese War by Chinese nation	Nanchang Uprising, the Autumn Harvest Uprising, Guangzhou Uprising, the Xi'an Incident, Hundred-Regiment Campaign In-depth Discussion: 1. Why is Marxism chosen by history and people? 2. Why is the founding of People's Republic of China called the epoch-making event? 3. How is the new path of Chinese revolution explored and created? 4. Why is Chinese Anti-Japanese War called sacred national liberation movement? 5. Why is CPC called the mainstay of Anti-Japanese War?	Theme of cartoon drawing, architecture drawing by hands and poem writing: the Xi'an Incident, Hundred-Regiment Campaign	
Part 3: From the founding of People's Republic of China to the new era of socialism construction	Chapter 7	Struggling for New China	Today on History (or historic events close to class time) History Scene Play: the Liaoxi-Shenyang Campaign, the Huai-Hai Campaign, Beiping-Tianjin Campaign, CPPCC, Common Programme and the founding of People's Republic of China, one transformation and three changes, rectification movement, atomic and hydrogen bombs and man-made satellite, Third Plenary Session of the 11 th Central Committee of the CPC, Deng Xiaoping's Southern Talks, The 19 th National Congress of the CPC In-depth Discussion: 1. Why is it believed that there is no People's Republic of China without CPC? 2. How is the establishment of socialism system in China understood the choice of history and people? 3. How is the achievement and tortuous exploration of socialism construction understood correctly? 4. How is socialism with Chinese characteristics created and developed continuously? 5. How is the entry of socialism with Chinese characteristics in new era understood? 6. How are the main contents and historic status of Xi Jinping's socialism ideology with Chinese characteristics in new era understood?	Theme of cartoon drawing, architecture drawing by hands and poem writing: the Liaoxi-Shenyang Campaign, the Huai-Hai Campaign, Beiping-Tianjin Campaign, CPPCC, Common Programme	
	Chapter 8	The establishment of socialism basic system in China	Today on History (or historic events close to class time) History Scene Play: the Liaoxi-Shenyang Campaign, the Huai-Hai Campaign, Beiping-Tianjin Campaign, CPPCC, Common Programme and the founding of People's Republic of China, one transformation and three changes, rectification movement, atomic and hydrogen bombs and man-made satellite, Third Plenary Session of the 11 th Central Committee of the CPC, Deng Xiaoping's Southern Talks, The 19 th National Congress of the CPC In-depth Discussion: 1. Why is it believed that there is no People's Republic of China without CPC? 2. How is the establishment of socialism system in China understood the choice of history and people? 3. How is the achievement and tortuous exploration of socialism construction understood correctly? 4. How is socialism with Chinese characteristics created and developed continuously? 5. How is the entry of socialism with Chinese characteristics in new era understood? 6. How are the main contents and historic status of Xi Jinping's socialism ideology with Chinese characteristics in new era understood?	Theme of cartoon drawing, architecture drawing by hands and poem writing: the founding of People's Republic of China, one transformation and three changes	
	Chapter 9	The tortuous development of socialism construction in exploration	Today on History (or historic events close to class time) History Scene Play: the Liaoxi-Shenyang Campaign, the Huai-Hai Campaign, Beiping-Tianjin Campaign, CPPCC, Common Programme and the founding of People's Republic of China, one transformation and three changes, rectification movement, atomic and hydrogen bombs and man-made satellite, Third Plenary Session of the 11 th Central Committee of the CPC, Deng Xiaoping's Southern Talks, The 19 th National Congress of the CPC In-depth Discussion: 1. Why is it believed that there is no People's Republic of China without CPC? 2. How is the establishment of socialism system in China understood the choice of history and people? 3. How is the achievement and tortuous exploration of socialism construction understood correctly? 4. How is socialism with Chinese characteristics created and developed continuously? 5. How is the entry of socialism with Chinese characteristics in new era understood? 6. How are the main contents and historic status of Xi Jinping's socialism ideology with Chinese characteristics in new era understood?	Theme of cartoon drawing, architecture drawing by hands and poem writing: rectification movement, atomic and hydrogen bombs and man-made satellite	
	Chapter 10	The creation and continuous development of socialism with Chinese characteristics	Today on History (or historic events close to class time) History Scene Play: the Liaoxi-Shenyang Campaign, the Huai-Hai Campaign, Beiping-Tianjin Campaign, CPPCC, Common Programme and the founding of People's Republic of China, one transformation and three changes, rectification movement, atomic and hydrogen bombs and man-made satellite, Third Plenary Session of the 11 th Central Committee of the CPC, Deng Xiaoping's Southern Talks, The 19 th National Congress of the CPC In-depth Discussion: 1. Why is it believed that there is no People's Republic of China without CPC? 2. How is the establishment of socialism system in China understood the choice of history and people? 3. How is the achievement and tortuous exploration of socialism construction understood correctly? 4. How is socialism with Chinese characteristics created and developed continuously? 5. How is the entry of socialism with Chinese characteristics in new era understood? 6. How are the main contents and historic status of Xi Jinping's socialism ideology with Chinese characteristics in new era understood?	the 11 th Central Committee of the CPC, Deng Xiaoping's Southern Talks	
	Chapter 11	The new era of socialism with Chinese characteristics	Today on History (or historic events close to class time) History Scene Play: the Liaoxi-Shenyang Campaign, the Huai-Hai Campaign, Beiping-Tianjin Campaign, CPPCC, Common Programme and the founding of People's Republic of China, one transformation and three changes, rectification movement, atomic and hydrogen bombs and man-made satellite, Third Plenary Session of the 11 th Central Committee of the CPC, Deng Xiaoping's Southern Talks, The 19 th National Congress of the CPC In-depth Discussion: 1. Why is it believed that there is no People's Republic of China without CPC? 2. How is the establishment of socialism system in China understood the choice of history and people? 3. How is the achievement and tortuous exploration of socialism construction understood correctly? 4. How is socialism with Chinese characteristics created and developed continuously? 5. How is the entry of socialism with Chinese characteristics in new era understood? 6. How are the main contents and historic status of Xi Jinping's socialism ideology with Chinese characteristics in new era understood?	The 19 th National Congress of the CPC	

3.2 Course implementation

In terms of specific implementation, based on blended teaching mode in previous *Introduction to*

Mao Zedong Thought and Socialism Theoretical System with Chinese Characteristics in November 2018, the project group constructs the learning platform of *Outline of Chinese Modern History* by virtue of MosoTeach APP, the online-offline blended teaching mode with before-class, during-class and after-class and the combination of network and classroom teaching. Specific implementation process is shown in Figure 1.

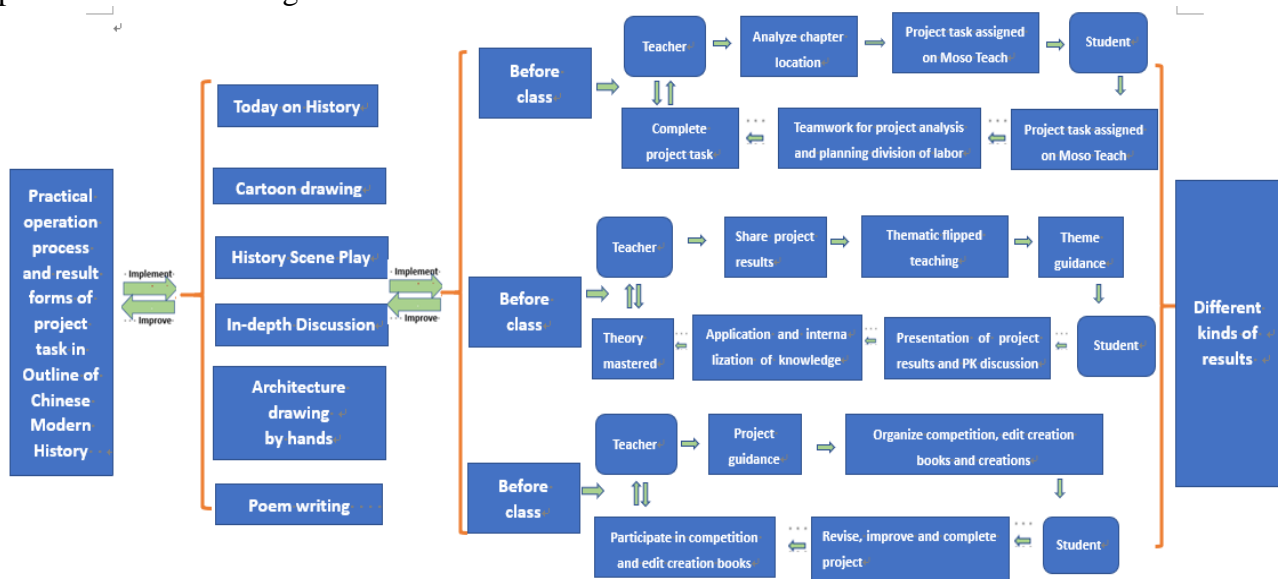


Figure 1 Implementation process of the course

3.3 Course evaluation

According to the set project and procedures, the evaluation of the course presented.

Table 2 Evaluation of Outline of Chinese Modern History

Evaluation of <i>Outline of Chinese Modern History</i>					
Scores		Evaluation contents	Corresponding score	Evaluation points	
Process-evaluation 30%	Before class (online and offline blended)	Today on History	15	Political quality, international horizon and communication	
		History Scene Play	15	Expressing and communication, knowledge acquisition, internalization and application	
Creation-evaluation 30%	During class (online and offline blended)	In-depth Discussion	20	devotion and gregariousness and cooperation	
		After class (offline teaching)	Creations (cartoon, poem, architecture drawing by hands)	50	knowledge internalization, independent application and innovation ability
			Individual replacement score of self-learning resources on MosoTeach	Extra point	
Result-evaluation 40%	End of term	Evaluation of knowledge points in subjective and objective questions	100	Comprehensive understanding of knowledge	

4. Innovation Points and Application Prospect

4.1 Innovation points

On the one hand, the new mode of teaching reform of *Outline of Chinese Modern History* in private colleges is established, including three innovation points.

Firstly, the entire project is “student-centered”, to study, promote and evaluate the teaching by learning, shown in table 3.

Table 3 Student-centered teaching concept

Student-centered teaching concept implemented	
Study the teaching by learning	What to learn; what to teach
Promote the teaching by learning	How to learn; how to teach
Evaluate the teaching by learning	How is learned; how is taught

Secondly, the “integration of ideological and political course with major and arts” is adopted and shown in fig.1 Project task module is constructed to guide students to complete tasks before, during and after class with blended teaching mode. Specific implementation is the division of major module, relatively fixed teacher and implementation integration method.

Table 4 The “integration of ideological and political course with major and arts” method

The “integration of ideological and political course with major and arts” method	
01	the division of major module
02	relatively fixed teacher
03	implementation integration method

Finally, the “creation, process and result evaluation” new form is adopted in project evaluation, shown in table 5. Students’ creations is prioritized in the evaluation.

Table 5 The creation, process and result evaluation

01	Clarify evaluation goal
02	Determine percentage
03	Evaluate learning effect
Creation evaluation Accounting for 30%,Process evaluation Accounting for 30%,Result evaluation Accounting for 40%	

On the other hand, the new path of ideological and political course in private colleges is explored in this paper.

For example, in School of Architecture and Art Design and School of Media, students accomplish their learning by “cartoon drawing, architecture drawing by hands and shooting Today on History and History Scene Play. In School of Humanities and International Education, “poem writing” is conducted. The project task is assigned on MosoTeach platform, applied and popularized on official account of Artistic Ideological and Political Course, so as to reach the effect of consistent cultivation goal in different professional courses.

4.2 Application prospect

The results of this project can be popularized in Xi’an Peihua University, playing a guidance and demonstration role in teaching reform of ideological and political course in Shaanxi and even the whole country, so the application in local application-oriented colleges and vocational colleges is valuable.

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