

# Exploration and Practice of Teaching Reform in Ideological Education Courses in Universities under the Background of Blended Learning

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**Abstract:** With the rapid development of information technology and profound changes in educational philosophy, blended learning has gradually emerged as a crucial direction for the reform of university teaching. This paper conducts an in-depth analysis of the current state of teaching in ideological education courses within the context of blended learning, revealing challenges such as the insufficient integration of online and offline teaching, the uneven quality of teaching resources, insufficient self-directed learning abilities among students, imbalanced structure of the teaching faculty. In response to these challenges, a series of targeted suggestions and strategies are proposed. The exploration and practice of teaching reform in ideological education courses provide strong support for teaching innovation, driving the high-quality development of ideological education courses within the blended learning model.

**Keywords:** Blended Learning; Ideological Education Courses; Teaching Reform; Integrated Teaching Mechanisms; Teaching Resources Sharing

## 1. Introduction

Recently, national leaders issued significant directives regarding the development of ideological education courses in schools, stressing the need to continuously create a new era for ideological education. Their goal is to cultivate a new generation of individuals who are patriotic, responsible, and committed to contributing to the nation's rejuvenation. In line with this, the General Office of the Ministry of Education released the Notice on the Construction of an Integrated Community for Ideological Education Courses in Primary,

Secondary, and Higher Education Institutions. The notice outlined the following objectives: to fully mobilize local initiatives, tailor strategies to regional conditions, and establish innovative, research-driven platforms at the provincial level that merge theory with practice. These efforts aim to develop a set of effective work mechanisms, launch branded activities, create exemplary "golden courses", produce high-quality curriculum resources, generate valuable teaching research outcomes, provide think tank advisory reports, and cultivate a strong teaching workforce. This comprehensive approach is intended to support the nationwide integration of ideological education through both theoretical research and practical exploration, offering work platforms, practical experience, theoretical support, and policy advice. As society progresses, teaching models are continuously evolving. The limitations of time and space in traditional classroom settings are increasingly being overcome, creating new opportunities for development. Consequently, the blended learning model, which combines both online and offline teaching methods, has emerged as a highly effective and flexible approach to education [1].

## 2. Current State of Teaching Reform in Ideological Education Courses in Universities

In an important meeting, national leaders emphasized: "Education, science and technology, and talent are the foundational and strategic supports for the comprehensive construction of a modernized nation." The cultivation of virtue and the nurturing of talent are the fundamental tasks of higher education institutions, with ideological education courses serving as the "key courses to implement this fundamental mission". Based on this, in-depth

exploration of the teaching reform of ideological education courses in universities must first clarify the current characteristics and status of the reform efforts in this field.

### **2.1 Highlighting the Status of Ideological Education Courses in Universities**

“The ideological and political work in universities is the lifeline of all university activities, with ideological and political theory courses serving as the primary arena for advancing this work. These courses play a crucial role in disseminating the theory of historical materialism, reinforcing value guidance, and safeguarding national ideological security.” [2] Such work is not only vital to the comprehensive development of students but also has a direct impact on the nation’s future and the rejuvenation of the nation.

### **2.2 Promoting the Evolution of Teaching Models in Ideological Education Courses**

The teaching methods for ideological education courses in universities have remained largely traditional. Historically, these courses have been based on a conventional model, where the instructor primarily delivers lectures, and students passively absorb the information. While this approach can facilitate the transmission of knowledge to some extent, it is hindered by significant limitations.

### **2.3 Adapting to the Development Needs of Ideological Education Course Teaching in Universities**

Preliminary Exploration of Blended Learning. To overcome the limitations of the traditional teaching model, many universities have begun to experiment with blended learning. This model combines online and offline instruction, fully utilizing information technology to enrich teaching resources, expand the teaching space, and enhance interactivity. The application of blended learning in ideological education courses has gradually increased and has achieved certain positive outcomes

## **3. Dilemmas in the Teaching Reform of Ideological Education Courses in Universities**

Based on the research into the current state of

teaching reform in ideological education courses in universities, it is clear that these reforms are a strategic response to the unprecedented changes in the world, a fundamental responsibility to fully achieve the goal of cultivating virtue and nurturing talents, and a pressing need to improve the quality of ideological education course instruction.

### **3.1 Insufficient Integration of Online and Offline Learning**

In blended learning, the deep integration of online and offline instruction is key to enhancing teaching quality. However, many universities currently face the problem of insufficient integration between online and offline teaching in ideological education courses. On the one hand, there is a lack of seamless connection between online resources and offline teaching activities, which makes it difficult for students to form a coherent knowledge system and practical abilities during their learning process. Typically, online resources are delayed, for example, high-quality courses are made available only after the main lecturer records them or after the course selection process is completed. Despite the rapid development of new media, the government’s strict selection process for teaching resources in ideological education courses remains, further exacerbating the issue of insufficient integration between online and offline learning. On the other hand, some teachers do not have a deep understanding of blended learning and lack systematic teaching designs and implementation plans, which makes it difficult to fully leverage the advantages of this teaching model.

### **3.2 Uneven Quality of Teaching Resources**

The quality of teaching resources for ideological education courses directly influences the quality and effectiveness of teaching, thereby hindering the practice of teaching reform. However, many universities face deficiencies in the development and management of these teaching resources. On the one hand, the content of teaching resources in ideological education courses is often outdated and lacks diversity, failing to meet the needs of contemporary university students. Additionally, with the rapid pace of social development, new media has significantly increased the speed of information

dissemination, but the information students receive is often mixed, which makes it difficult to inspire interest and enthusiasm for learning. [3]

### **3.3 Insufficient Self-directed Learning Abilities among Students**

The blended learning model requires students to possess strong self-directed learning abilities. However, many university students struggle with insufficient self-learning skills in ideological education courses. Traditional ideological education courses focus mainly on the delivery of theoretical knowledge, which is often abstract and dull, lacking practical engagement and interaction, thus failing to stimulate students' interest. [4] In blended learning, students are expected to complete online tasks independently, participate in online discussions, and engage in interactive activities. Due to their insufficient self-directed learning capabilities, some students find it difficult to complete these tasks, leading to poor results in online learning. [5]

### **3.4 Imbalanced Structure of the Teaching Faculty**

An imbalanced structure of the teaching faculty in ideological education courses is another critical factor hindering teaching reform. On the one hand, some teachers lack practical experience and teaching skills, making it difficult for them to effectively conduct ideological education courses. As educator Yu Yi once said, "A teacher spends a lifetime teaching, and a lifetime learning to teach." [6] She exemplified this view through her actions. Therefore, university teachers should adhere to the lifelong learning philosophy, constantly improving their teaching abilities. It is often said in the field of education, "To give a student a cup of water, the teacher must have a barrel of water." Teaching practices have validated this saying, as without practical experience and theoretical foundation, teachers cannot guide students effectively along the path of "practice, understanding, re-practice, and re-understanding"

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capitalize articles, coordinate conjunctions, or prepositions (unless the title begins with such a word). Please initially capitalize only the first word in other titles, including section titles and first, second-order headings (for example, "Titles and headings" — as in these guidelines). Leave two blank lines after the title.

## **4. Recommendations for Reforming Ideological Education Courses in Universities**

The integration of the key messages from important conferences into the ideological education curriculum must ultimately be realized through practical teaching practices. This requires that university teachers focus on enhancing the practical relevance of course design and the teaching objectives during the implementation phase. The teaching reform of ideological education courses in the context of blended learning is a complex and systematic endeavor. In light of the current challenges and dilemmas, the following targeted reform measures are proposed:

### **4.1 Deepening the Integration of Online and Offline Learning**

First, a scientific teaching design and implementation plan should be developed. Universities are encouraged to organize expert teams to conduct in-depth research and discussions on the teaching objectives, content, methods, and strategies for ideological education courses, in order to formulate a well-structured teaching design and implementation plan. Second, enhancing the online teaching capabilities and management skills of instructors is essential. Increased investment in online teaching resources is necessary, alongside the establishment of a high-quality digital resource library for ideological education courses. In the process of improving teaching quality, attention must be paid to ensuring the consistency of teaching standards between online and offline formats, preventing significant disparities in quality. Third, innovation in offline teaching activities should be pursued. Universities are encouraged to leverage the characteristics and advantages of online teaching resources to create novel formats and content for offline teaching activities.

#### **4.2 Improving the Quality of Teaching Resources and Promoting Resource Sharing**

First, it is important to strengthen the updating and compilation of textbooks and supplementary materials. Faculty teams should be encouraged and supported to update and compile textbooks and auxiliary materials for ideological education courses in response to the evolving times and societal needs. Second, acquiring high-quality teaching resources is necessary to meet the practical demands of instruction. Curriculum reform emphasizes activities and experiential learning, advocating for students to learn by doing and enhance their skills through active engagement. Third, the establishment of an evaluation and feedback mechanism for teaching resources is essential. A scientific system for assessing and providing feedback on teaching resources should be put in place, with regular evaluations of quality and user satisfaction surveys to ensure that teaching resources effectively contribute to the development of ideological education courses. Based on evaluation results and feedback, teaching resources should be promptly adjusted and optimized to maintain their effectiveness and practicality.

#### **4.3 Cultivating Students' Self-directed Learning Abilities and Stimulating Their Motivation**

First, guiding students to establish correct learning concepts is essential. The level of effort and engagement that learners invest is closely linked to their academic performance. [7] Through course introductions, learning guidance, and similar methods, students should be made aware of the significance of self-directed learning, and encouraged to develop appropriate learning concepts and objectives. Second, providing personalized learning support is crucial. By utilizing information technology, personalized learning resources and pathways can be offered to students. Through intelligent recommendations and online tutoring, students can be assisted in overcoming challenges and difficulties in their studies. Third, the establishment of a learning incentive system is necessary. A reward system should be introduced to recognize and commend students who excel in self-directed learning. Furthermore, students should be encouraged to participate in academic competitions and practical activities, thus

stimulating their motivation and creativity. The implementation of a quantified evaluation system for awards and honors will further enhance students' enthusiasm for engaging in educational activities.

#### **4.4 Optimizing the Structure of the Teaching Faculty and Enhancing Teaching Competence**

First, strengthening teacher training and recruitment is imperative. In the new era, the deepening of ideological education course reforms in universities requires the full utilization of teachers as the "main force", the courses as the "primary battlefield", and classroom instruction as the "primary channel". Therefore, it is particularly vital to build a highly qualified and specialized teaching faculty. Second, establishing teaching teams and research platforms is essential. Increased funding for school-based research should be allocated to encourage and support faculty members in forming teaching teams and research platforms, thereby fostering teaching research and academic exchange activities. Furthermore, strengthening connections with similar institutions and learning from exemplary teaching practices is necessary. Third, perfecting the teacher evaluation and incentive system is crucial. A scientific, fair, and comprehensive teacher evaluation and incentive mechanism should be established to objectively assess teachers' teaching outcomes and contributions, offering corresponding rewards in recognition of their efforts.

#### **5. Conclusion and Prospects**

The blended teaching model offers a broader temporal and spatial framework, along with richer forms, for exploring reforms in the teaching of ideological education courses in universities. Enhancing the effectiveness of ideological education under this model requires not only cultivating teachers' ability to effectively impart ideological education but also strengthening students' enthusiasm and skills for engaging with such education. Through efforts such as deepening the integration of online and offline learning, improving the quality of teaching resources, fostering students' self-directed learning abilities, and optimizing the structure of the teaching faculty, we can promote the high-quality development of ideological education

courses within the blended teaching framework. Given the national emphasis on ideological education in universities, the reform and exploration of these courses are both imperative and timely. This paper provides a reference for the reform and practice of ideological education courses and offers valuable insights for similar reforms in other university courses. However, for the reforms to be fully realized, collaboration among universities, families, and society at large is essential. In conclusion, the teaching reform of ideological education courses must keep pace with the times, adopting innovative approaches to educate and nurture the university students of the new era, equipping them to meet the societal demands for talent.

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