

Snowflake Beef Culture and Product Tasting "Online and Offline Integrated Course Ideological and Political Teaching Model"

Bo Li, Ting Ding, Xiaoman Yao, Shufang Guo, Mengliu Zhu, He Zhu*, Yang Yu*, Yanxia Xing*

Shandong Agriculture and Engineering University, Jinan, 250100, China

Abstract: Through the summary of previous experience and further research planning and discussion, this project proposes the research of "the reform of the ideological and political teaching mode of the course integrated online and offline", the deep integration of "Internet + teaching", the online course through the "four-layer progression", to promote students to gradually master the knowledge of snowflake beef culture and product tasting, offline teaching activities through "four integration" and "four introduction", to realize the leading role of ideological and political education of snowflake beef culture and product tasting course on students' value shaping and rural revitalization. Through learning, the overall curriculum teaching objectives are achieved.

Keywords: Online offline course ideology and politics.

1. Introduction

In order to actively respond to the "Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities" issued by the Ministry of Education in June 2020 and the normalization of the epidemic, the teachers of the Snowflake Beef Culture and Product Tasting Team designed corresponding teaching activities according to the requirements of the syllabus. The team adopts various forms to jointly build an ideological and political interactive platform for online and offline courses, and uses the deep integration of "Internet + teaching" to achieve moral cultivation and promote the all-round development of students. In order to further stimulate students' enthusiasm, enthusiasm and initiative in learning, the team conducted in-depth teaching discussions and research on this interactive platform.

2. "Four Directions" for Introducing Ideological and Political Content into Teaching

2.1. Laws, regulations and policy framework documents are introduced into the teaching process

The report of the 19th National Congress of the Communist Party of China clearly pointed out that "the main contradiction in our society has been transformed into a contradiction between the people's growing need for a better life and unbalanced and inadequate development", and the people's needs have changed from eating well in the past to eating well, eating nutritiously, and eating safely and reassuringly. Relevant laws and programmatic documents can be organically embedded in the teaching links, such as the Food Safety Law of the People's Republic of China, the White Paper on Food Security in China and the report of the 19th National Congress of the Communist Party of China, etc., so that students can realize that the Party and the country attach great importance to food safety issues, and have taken it as a

national strategy to guide students to realize the importance of the majors and courses they have studied, establish a sense of social responsibility, and promote their own professional learning.

2.2. The important spirit of food safety in Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era was introduced into the teaching session

General Secretary Xi Jinping's speech at the 14th meeting of the Central Financial and Economic Leading Group pointed out that strengthening food safety supervision is related to the "safety on the tip of the tongue" of more than 1.3 billion people across the country, and to the health and life safety of the broad masses of the people. The report of the 20th National Congress of the Communist Party of China also pointed out that more measures should be taken to benefit the people's livelihood and warm the people's hearts, and focus on the people's urgent and difficult problems. In the course teaching process, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era can be organically integrated into relevant professional knowledge points by combining the theme education of Party members "never forget the original intention and remember the mission" and the study and education of "two studies and one doing" and the "one study and one doing" study education of team members, and guide students to arm their minds with the speech of the general secretary and attach importance to curriculum learning.

2.3. The spirit of food safety related meetings was introduced into the teaching session

In 2010, the State Council decided to establish the State Council Food Safety Commission, and the spirit of the previous meetings of the State Council Food Safety Committee is an ideological and political element that can be integrated into the classroom teaching of snowflake beef culture and product tasting, and through the study of the spirit of the conference, students are guided to understand the national food safety related policies from the general direction,

and provide a way forward for the development after work.

2.4. In-depth discussion of typical cases is introduced into the teaching session

Case teaching is an important support for curriculum ideology and politics, and the teaching team selects cases with authenticity, timeliness, completeness, and discussion focus and contradiction points based on the actual teaching of the course. The course has designed and completed 20 teaching templates for more mature ideological and political cases, and more than 150 typical cases of food safety at home and abroad.

2.4.1. Case study of excellent enterprises and advanced figures

Through the study of advanced deeds and spirit of excellent enterprises and advanced figures, combined with the theme education of "never forget the original intention, remember the mission", students will be subtly cultivated to develop good moral sentiments, professional qualities and the spirit of dedication to the motherland. Such as Zheng Baiqin, representative of the 20th National Congress, Academician Chen Junshi, chief scientist of food safety, Zhong Nanshan, academician of the Chinese Academy of Engineering, and Li Lanjuan, a national scholar.

2.4.2. Warning of typical safety accidents in food production at home and abroad

Through the study of food safety cases at home and abroad, students can understand the harm of food safety problems to the country and society, and understand the specific links of food safety problems. Recognize that food safety problems are caused by non-standard safety management and profit-driven reasons, so as to strengthen students' professional ethics education, so that students are honest and trustworthy and safe in production and processing, food quality testing or food quality supervision.

2.4.3. Analysis and focus on food safety current affairs hot issues

Incorporate advanced network information technology, computer technology and big data analysis and processing technology into the teaching system of snowflake beef culture and product tasting, and create conditions for students to participate in the analysis and discussion of current affairs hot spots. Make full use of Internet social software, including Weibo, WeChat, QQ and other APP platforms, to publish the relatively excellent students' current affairs commentary videos in the class to the network display, so as to establish students' learning models, stimulate students' enthusiasm and initiative to participate in current affairs review, and enhance students' self-confidence and sense of responsibility.

3. "Ideological and Political Teaching Model of Online and Offline Integrated Courses"

3.1. Online teaching activities "four layers of progression"

3.1.1. The platform is built to build a curriculum ideological and political teaching mode that deeply integrates "Internet + teaching"

Online teaching activities are not simply "moving" and "migrating" to books, but more about the deep integration of "Internet" and teaching, and effective online teaching requires schools and teachers to choose the right platform and provide high-quality teaching resources. Learning Pass is a

professional mobile learning platform for mobile terminals such as smartphones and tablets, where students can complete course learning and group discussions by themselves. Based on the learning pass, teachers can use mobile phones to reasonably select teaching content, design and build a course learning platform, and supplement a variety of teaching methods (lecture method, demonstration method, classroom discussion method, mobile terminal learning method, etc.) and means to guide students to use electronic devices to learn online and offline independently to ensure the efficient completion of teaching tasks.

3.1.2. Ideological and political guidance, content reconstruction, expand the traditional classroom model into a new classroom mode composed of three parts: pre-class preparation, classroom puzzle solving, and after-class consolidation

The course team combines the training and syllabus to plan, split, adjust, modify, add and improve the original teaching content to ensure that the main line of the course is clear. The course team uploads basic course information resources such as course standards, teaching calendars, plans, and course assessment requirements, and reasonably arranges teaching content according to the above information to achieve "seamless connection" and "phased ascent" of student learning.

Before class, the Q&A questions related to this course are released through the learning platform to allow students to quickly clarify the key points and ideas of the course, and enter the class to answer questions with questions; Before this stage, the course team needs to analyze the students' answers to the questions, grasp the doubts of students' learning, and grasp the "pain points" of students' learning in teaching; In order to promote the integration of students' learning and thinking, the course team will release advanced test questions through the learning platform after the end of the relevant course chapters to promote students' understanding and mastery of the course content.

3.1.3. The teaching method is "young", and the flipped classroom is fully integrated with the ideological and political curriculum

Animation culture is a cultural method that contemporary youth like to see, and it is also a very hidden means of ideological and political education. Philosophical thinking, character image, and language behavior in animation can become an effective carrier of ideological and political education, and pass on the mainstream concept and culture of colleges and universities to students through animation images, and guide students to establish a correct world view, outlook on life and values. The course team made micro-videos of teaching demonstrations and stories containing ideological and political elements interspersed in the theoretical teaching process, so as to integrate the course content and ideological and political content as a whole. Videos incorporating animation elements have a certain degree of appreciation, stimulate students' enthusiasm and enthusiasm for learning, and promote students' continuous internalization of the core values conveyed by ideological and political aspects of the curriculum. Videos with theoretical lectures as the main line can ensure that teaching is carried out in a certain direction, and form a process system of micro-video production, pre-class preview, introduction of topics in class, and return to theory.

The flipped classroom is a new classroom model that can realize "teacher-led, student-oriented". The flipped classroom

has the following advantages: it can fully mobilize students' enthusiasm and initiative in learning, and students teach as teachers require students to understand and understand the theoretical knowledge first; Promote the improvement of students' language expression ability, and explain the classroom content clearly in humorous and fluent language by using appropriate connecting words by most students in the flipped classroom; Promote the development of students' ability in coordination and command, group cooperation, PPT production and other aspects.

3.1.4. Through the through-course assessment, reflect and summarize, break through the limitations of time and space, and cultivate students' independent learning ability

The online teaching process is divided into pre-class preview, classroom puzzle solving, and after-class consolidation, and the course assessment runs through the entire online learning process. The course assessment method consists of two parts: process evaluation and final evaluation, which changes the previous final examination form of "one beat to death" and realizes comprehensive, diversified, layered and diversified assessment forms, so as to realize the teaching from "focusing on subjects" to "focusing on people", breaking through the limitations of classroom teaching activities in space and time, and promoting the all-round development of students.

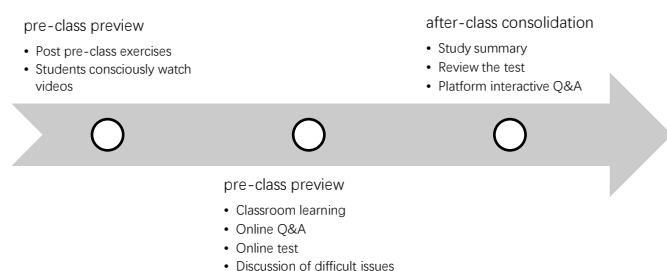


Figure 1. Online teaching process

3.2. Offline teaching activities "four integrations"

Through the "four integrations", the offline teaching activities realize the leading role of ideological and political education in the shaping of students' values in the culture and product tasting course of snowflake beef and product tasting.

3.2.1. PBL problem-oriented teaching integrates ideological and political curriculum

In the process of learning knowledge, we should pay attention to the combination of theory and practice, and put theoretical knowledge into practice through the teaching method of PBL problem-oriented mode and relying on class learning groups. Through the communication within the learning group, students' sense of teamwork and cooperation is promoted.

For example, after studying relevant courses, students can collect information, find problems, and solve problems through research under conditions permitting, promote students' application of knowledge, cultivate students' independent learning ability and innovation ability, so as to achieve the three-dimensional course goals of process knowledge and skills, process and methods, emotional attitudes and values.

3.2.2. Experimental and practical design is integrated with curriculum ideology and politics

(1) Excavate the humanistic core of the Snowflake Beef cultural classics, educate and lead the correct outlook on life

Each experimental content corresponds to the history stories of relevant knowledge, some of which have profound humanistic thoughts, and some can reflect typical cognitive laws. Timely introduction of the knowledge of the history of physics related to the experimental content in the teaching process can not only allow students to increase their knowledge, but also allow students to learn from history, understand the correct ways and methods of thinking about life problems and physical problems, and achieve the unity of explicit education of knowledge transfer and implicit education of ideological and political education.

For example, before starting the ELISA pesticide residue detection experiment, introducing the academic growth of the great experimentalist Faraday can give students two inspirations: First, Faraday can become a respected food scholar not because of luck, not because of chance, every seemingly accidental opportunity comes with the inevitability of Faraday's unremitting efforts. There are many, many cases in the history of physics that confirm the saying "opportunity is always for those who are prepared", and these stories all tell the truth that there is only one path to success, and that is hard work.

(2) Expand the hazards in food adulteration experiments, educate and lead students to correct values

Introducing familiar examples such as the production of milk powder in food counterfeiting, through the addition of various N-containing substances to shoddy charging, guide students to think about the information behind food fraud, cultivate students' awareness of integrity, and students' important role in contemporary times, especially in the future development of the country, and cultivate students' correct values.

3.2.3. Second, the classroom integrates ideology and politics with the curriculum

With the Science and Technology Culture Festival and the practical teaching of college students' innovation projects as the platform, it integrates moral education elements, attracts students to actively participate in after-school practice, constantly meets students' spiritual and cultural needs and interests, and strengthens students' sense of innovation and scientific literacy. Through scientific and technological project seminars, theme debates and other forms, guide students to give play to their strengths, actively participate, communicate with each other in activities, continuously cultivate students' good sense of collective honor and moral quality, and enhance students' sense of social responsibility and service.

3.2.4. Controversial techniques integrate ideology and politics with the curriculum

The quality of food directly affects people's health, and it is important to maintain a rigorous and scientific attitude in the food industry. In recent years, people's views on processed foods such as radiation cold sterilization technology and transgenic technology have been difficult to adjust, and there has been no scientific and reasonable explanation for these technologies, and through the introduction of controversial technologies in the teaching process, students can express their views in groups after collecting information, and constantly cultivate students' rigorous and pragmatic work attitude.

4. Conclusion

Through the research of "online and offline integration of curriculum ideological and political teaching mode reform", the use of "Internet + teaching" deep integration, online courses through "four layers of progression", promote students to gradually master the knowledge of snowflake beef culture and product tasting, offline teaching activities through "four integration" and "four introduction", to achieve the leading role of snowflake beef culture and product tasting course ideology and politics on the shaping of students' values. Through learning, the overall curriculum teaching goal of improving students' "four abilities" and shaping "two values" is achieved.

Acknowledgements

Shandong Academy of Educational Sciences, Research and Practice of the Training Model of Heiniu Industrial College, (LJGZ [2001] No. 16, Approval No.: 2021QYB037).

Shandong Academy of Education and Science, Research on the integrated cultivation mode of "entrepreneurship and innovation and industrial college" for food majors in application-oriented universities, (LJGZ [2001] No. 16, Approval No.: 2021QYB039).

Project for construction of innovative base for new agricultural science collaborative education model (Approval No.: 20XJNKZ03).

Project for course Food Safety.

References

- [1] Jie Li: Ideological and political elements are integrated into the teaching and exploration of engineering materials courses, [Light Industry Science and Technology, China 2021], p.173-174. [In Chinese].
- [2] Wei Jiang, Shan Cong: Ideological and political construction of engineering materials course, [Western China Quality Education, China 2019], p.32. [In Chinese].
- [3] Xin Wang: Production of high-grade snowflake beef Exploration and Practice of Online and Offline Hybrid Teaching Mode: Progressive Problem-Driven University Physics Classroom, [College Physics, China 2022], p.37-42. [In Chinese].
- [4] Ming Zhang, Chaocheng Qu: Online and offline teaching effectively connects problem exploration, [Journal of Gansu Normal Colleges, China 2022], p.43-47. [In Chinese].
- [5] Xinyu Dou, Yuna Wang: Research on the connection mode of online and offline teaching, [Industrial Technology and Vocational Education, China 2022], p.86-91. [In Chinese].
- [6] Guowei Wang, Ting Liu, Yue Ming, Qingyang Bai, Lijun Han: A comparative study of online, offline and blended teaching models, [China Continuing Medical Education, China 2021], p.19-23. [In Chinese].
- [7] Yanna Dong: Research on the cognitive characteristics of college students at different stages of online/offline teaching, [Journal of Hubei Open Vocational College, China 2021], p.158-159. [In Chinese].
- [8] Chongze Yang: Exploration and practice of ideological and political teaching in food chemistry course, [China Food, China 2022], p.67-69. [In Chinese].
- [9] Liang Zhou: Production of high-grade snowflake beef, [Yunnan Agriculture, China 2019], p.80-81. [In Chinese].