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"Internet+" Perspective on the Application of Blended Learning Model in Ideological and Political Education in Private Universities: A Study

Naixue Sun, Ke Wang

School of Marxism, Geely University of China, Chengdu, Sichuan, China

Abstract: This research focuses on the ideological and political education in Chinese private universities, exploring the application and effectiveness of the blended learning model in the context of the "Internet+" era. The rapid development of the "Internet+" has posed new challenges and opportunities for ideological and political education in higher education institutions. In order to better adapt to the learning needs of modern students and enhance the quality of ideological and political courses, the blended learning model has emerged as a viable solution. In this paper, we first review the impact of the "Internet+" on ideological and political education in higher education and the practical issues faced by private universities in this field. Then, we introduce the theoretical foundation of the blended learning model, emphasizing its potential and applicability in higher education. Next, we propose a blended learning design scheme for ideological and political courses in private universities, including the selection of course content and the organization of online and offline teaching activities. Through empirical research, we analyze the practical application effects of the blended learning model in ideological and political courses. Feedback from students and teachers indicates that the blended learning model can enhance student engagement and learning interest, facilitating effective ideological and political education. However, we also identify some potential challenges and issues, such as the requirements for technical equipment and the need for teacher training. Based on the comprehensive research results, we conclude that the blended learning model has brought about positive changes in ideological and political education in private universities within the "Internet+" context but still requires further refinement and development. Finally, this study provides recommendations for future development to promote the sustainable growth of the blended learning model in ideological and political courses at private universities, offering students a richer and more valuable ideological and political education.

Keywords: Internet+; Private Universities; Ideological and Political Education; Blended Learning Model; Higher Education.

1. Introduction:

China's higher education is evolving rapidly with the advent of Internet+ technology, impacting ideological and political education (ideological education) in private universities. Ideological education aims to cultivate moral values, social responsibility, and political knowledge in students, but traditional teaching methods may fall short in meeting modern learners' diverse needs. The blended learning model, combining in-person and online teaching, offers a more flexible and diverse educational approach. This research explores the application of blended learning in ideological education at private universities in the Internet+ era. It investigates how this model enhances student engagement and learning outcomes in ideological courses while addressing potential challenges. The study reviews the Internet+'s impact on ideological education, examines real-world issues in private universities, and outlines the theoretical foundations of blended learning. It proposes design schemes for course content selection and teaching activities. Empirical research collects data, analyzing the model's practical effects and gathering feedback from students and teachers. The study highlights the potential benefits of the blended learning model for ideological education in private universities while acknowledging challenges. It provides recommendations for sustainable development, enriching students' ideological education.

2. Internet+ and Higher Education Ideological and Political Education

2.1. Introduction to the Concept and Characteristics of Internet+

Internet+, as an encompassing concept, represents a new era where internet technology is deeply integrated into various sectors. Its characteristics lie in the integration of internet technology with traditional industries, driving the application and development of informatization, intelligence, and networking in various fields. Internet+ has not only changed people's lifestyles but has also brought profound transformations to the field of education. In the realm of higher education ideological and political education, Internet+ provides diverse educational resources and tools, creating broader teaching and learning opportunities for educators and students. It enables ideological education to move beyond traditional classroom teaching, allowing for more flexible knowledge dissemination and ideological guidance through online educational platforms, digitalized materials, interactive learning tools, and other means. Another notable characteristic of Internet+ is information sharing and interactivity. Students can access information and viewpoints from various fields and backgrounds through the internet, broadening their horizons and fostering critical and comprehensive thinking. Additionally, online interactive learning platforms provide students with more opportunities to interact with teachers and peers, enhancing the effectiveness of learning. In summary, the concept and

characteristics of Internet+ offer new educational models and teaching tools for higher education ideological and political education, providing robust support for improving educational quality and meeting the learning needs of modern students. In this research, we will delve into the application of Internet+ in ideological and political courses at private universities, as well as its impact on and challenges to ideological education[1].

2.2. Exploring the Impact and Challenges of Internet+ on Higher Education Ideological and Political Education

The rapid development of Internet+ technology has not only brought about positive impacts on higher education ideological and political education but has also triggered a series of challenges, all of which are crucial for the modern higher education system. Firstly, Internet+ technology has provided abundant educational resources for higher education ideological and political education, including online courses, digitalized teaching materials, open educational resources, and more. This has helped students broaden their knowledge and deepen their learning. Secondly, personalized learning has become possible, allowing educators to customize teaching based on individual student needs and levels, thereby enhancing the effectiveness and specificity of education. Furthermore, Internet+ technology supports the internationalization of higher education, as universities can attract students globally through online education platforms, promoting cross-cultural exchange and collaboration. Lastly, Internet+ technology simplifies the teaching management and assessment processes, improving teaching efficiency and allowing educators to focus more on improving teaching content and methods. However, Internet+ education also brings about several challenges, including education quality control, technological infrastructure, student self-discipline issues, as well as privacy and security concerns. Addressing these challenges is key to ensuring that Internet+ technology can comprehensively enhance higher education ideological and political education. This research will delve into these impacts and challenges to better understand the current application status of Internet+ in ideological and political courses at private universities.

2.3. Discussing the Applicability of Blended Learning in Ideological and Political Courses

As a flexible and multifunctional educational approach, the applicability of the blended learning model in ideological and political courses deserves in-depth exploration. The characteristics of ideological and political courses include moral and ethical education, social thinking, and the shaping of values. Below, we will discuss the potential advantages and applicability of the blended learning model in ideological and political courses. The blended learning model provides ideological and political courses with more educational resources and diversity. Ideological and political education aims to cultivate students' ideological and moral qualities and covers a wide range of knowledge areas, including political theory, social ethics, cultural history, and more. Online education platforms can offer a rich variety of learning resources, including authoritative textbooks, lectures by experts, policy documents, and more, which can help deepen students' understanding and mastery of the content of ideological and political courses. The blended learning model offers more opportunities for personalized learning. Ideological and political education requires students to actively engage in thinking and discussions, but students may have differences in academic levels and interests. Blended learning allows educators to customize teaching according to students' needs and levels, providing each student with a more suitable learning path and educational experience. The blended learning model has the potential advantages in ideological and political courses, including diverse educational resources, personalized learning opportunities, and an interactive teaching environment. However, its applicability in ideological and political courses should be carefully considered and practiced based on specific circumstances to ensure that it can achieve the educational goals and effectiveness of ideological and political education. In the upcoming research, we will delve into the practical application of the blended learning model in ideological and political courses at private universities and evaluate its effects and challenges in the field of ideological education.

3. Theoretical Basis of Blended Teaching Mode

3.1. Explaining the Concept and Principles of Blended Learning Model

The blended learning model, also referred to as "integrated teaching" or "hybrid learning," is an innovative educational approach that centers on integrating traditional face-to-face teaching with modern online education to maximize educational flexibility and effectiveness. In the blended learning model, students have access to knowledge and educational resources both within the classroom and on online learning platforms, providing a wider range of possibilities for personalized learning. Its principles encompass several key points: The blended learning model allows educators to customize teaching based on students' needs and learning progress, better catering to different students' academic levels and subject interests. Secondly, the flexibility of this model enables students to choose when to participate in online courses according to their own schedules, enhancing learning convenience. Additionally, blended learning models typically offer rich interactivity and immediate feedback through online discussions, quizzes, and assignments, encouraging active student engagement in the learning process. Finally, the blended education model diversifies the availability of teaching resources by integrating resources such as online videos, simulated experiments, web articles, and more, expanding learning pathways and making learning more appealing. The concept and principles of the blended learning model aim to provide a more flexible, diverse, and personalized learning experience by blending traditional and modern educational elements. It is expected to play a positive role in improving educational quality and teaching effectiveness.

3.2. Exploring the Application of Blended Learning in Higher Education

The gradual adoption and widespread attention to the application of the blended learning model in higher education are attributed to its various educational advantages. Below, we will discuss the practical application of blended learning in higher education to better understand its potential and impact in the field of ideological and political education.

Blended learning brings a more flexible learning approach to higher education. Students can choose to participate in online courses based on their own time and location, making education more convenient and personalized. At the same time, traditional face-to-face classroom teaching still retains interactivity and social aspects, facilitating cooperation and discussions among students. The blended learning model enriches educational resources and diversity. Through online platforms, educators can utilize various multimedia resources, including videos, simulated experiments, virtual reality, and more, to enhance course content and make learning more engaging. This diversity not only increases students' motivation to learn but also caters to different students' subject interests and learning styles. The blended learning model enhances interaction between educators and students. Online education platforms provide opportunities for instant feedback and assessment, allowing educators to better track students' learning progress and provide timely assistance and guidance. Students can also interact with educators through online discussions and interactions, raising questions and sharing perspectives. The blended learning model contributes to improved educational outcomes. Research shows that combining online learning with face-to-face teaching can enhance students' academic performance and knowledge mastery. Students can delve deeper into thinking and learning in the online environment, while classroom time can be used for more inspiring discussions and practical applications. The application of the blended learning model in higher education brings diversity, flexibility, and interactivity to education, with the potential to improve educational quality and students' academic achievements [2].

3.3. Discussing the Applicability of Blended Learning in Ideological and Political Courses

As a flexible and multifunctional educational approach, the applicability of the blended learning model in ideological and political courses deserves in-depth exploration. The characteristics of ideological and political courses include moral and ethical education, social thinking, and the shaping of values. Below, we will discuss the potential advantages and applicability of the blended learning model in ideological and political courses. The blended learning model provides ideological and political courses with more educational resources and diversity. Ideological and political education aims to cultivate students' ideological and moral qualities and covers a wide range of knowledge areas, including political theory, social ethics, cultural history, and more. Online education platforms can offer a rich variety of learning resources, including authoritative textbooks, lectures by experts, policy documents, and more, which can help deepen students' understanding and mastery of the content of ideological and political courses. The blended learning model offers more opportunities for personalized learning. Ideological and political education requires students to actively engage in thinking and discussions, but students may have differences in academic levels and interests. Blended learning allows educators to customize teaching according to students' needs and levels, providing each student with a more suitable learning path and educational experience. The interactivity and immediate feedback features of the blended learning model contribute to the improvement of the teaching effectiveness of ideological and political courses. Students can actively participate through online discussions, classroom questions, online quizzes, and other means, while educators can promptly understand students' learning situations and provide guidance. This interactivity helps promote cooperation among students and deep thinking. The blended learning model also needs to address the uniqueness and challenges of ideological and political courses. Ideological and political courses emphasize ideological guidance and ethical education, which require more discussions and interactions rather than mere knowledge dissemination. Therefore, how to effectively achieve this interactivity and reflective education in an online environment remains a challenge that needs to be addressed. The blended learning model has the potential advantages in ideological and political courses, including diverse educational resources, personalized learning opportunities, and an interactive teaching environment. However, its applicability in ideological and political courses should be carefully considered and practiced based on specific circumstances to ensure that it can achieve the educational goals and effectiveness of ideological and political education [3].

4. Blended Teaching Design of Ideological and Political Courses in Private Universities

4.1. Proposing a Blended Learning Model Design for Ideological and Political Courses at Private Universities

Before delving into the application of the blended learning model in ideological and political courses at private universities, we need to establish an effective blended learning model design to ensure the quality and effectiveness of ideological and political education. The following is a preliminary design proposal for reference and further research: The blended ideological and political education model seamlessly integrates traditional face-to-face teaching with online learning to provide a more comprehensive, flexible, and personalized learning experience. This model divides the course into two main components: online and face-to-face, making full use of online resources and interactive learning platforms while retaining the interactive and discussion-oriented environment of traditional classroom teaching. The online learning phase will include course lectures, digital textbooks, online group discussions, web resources, and more. Students can participate in online learning according to their own schedules and learning progress, enhancing the flexibility of their learning experience. Face-to-face teaching remains an essential part of the course, particularly for in-depth discussions and interactions. In the classroom, instructors can guide students in profound reflections and discussions on the core issues of ideological and political courses, promoting intellectual exchange and academic interaction. During the online learning phase, students can choose course content based on their learning needs and levels. Instructors can provide personalized learning support and guidance through the online platform to ensure that each student is actively engaged. Additionally, through online quizzes and assignments, instructors can assess students' academic performance and provide timely feedback and recommendations to help students continuously improve. Encouraging interaction and collaboration among students, such as online discussions, group projects, and team cooperation, can foster cooperation and discussions among

students, cultivating comprehensive thinking skills. This blended learning model design aims to fully leverage the advantages of online and face-to-face education to enhance the quality and teaching effectiveness of ideological and political courses at private universities. However, the actual design and implementation may require adjustments and improvements based on specific circumstances to meet the needs of the institution and students.

4.2. Describing the Selection of Course Content and Development of Teaching Materials

In the blended teaching design of ideological and political courses in private universities, the selection of course content and the development of teaching materials are crucial aspects. Firstly, we need to carefully choose core topics that cover various fields such as political theory, social ethics, and cultural history to ensure the comprehensiveness and depth of the ideological and political course. These topics will guide students to think deeply and engage in discussions, nurturing their ideological and moral qualities. Additionally, we will select real-life cases relevant to current social hot topics and practical issues to connect abstract ideological and political theories with real-life situations, sparking students' interest and participation. Furthermore, considering the introduction of interdisciplinary content such as literature, philosophy, and history can broaden the course's perspective and provide a wider range of learning resources. To support this blended teaching model, we will actively develop digital teaching materials, including lectures in both text and video formats, case studies, and practice exercises that students can access anytime, anywhere. Additionally, we will leverage online resources, including academic articles, policy documents, and special reports, to enrich the course content and provide students with opportunities for in-depth learning. The teaching materials will incorporate interactive elements such as online discussion boards, quizzes, and exercises to facilitate interaction and participation among students. Personalized learning support tools will help teachers better track students' progress and provide tailored learning recommendations. Through this comprehensive process of selecting course content and developing teaching materials, our aim is to establish a strong foundation for blended ideological and political education, catering to students' learning needs, nurturing their ideological and moral qualities, and enhancing the educational quality of ideological and political courses. This process will require continuous feedback and improvement to ensure the effectiveness and adaptability of the course content and teaching materials [4].

5. Advantages and Limitations of Blended Teaching Mode

5.1. Discussing Issues in Research Results

When researching the application of the blended teaching mode in ideological and political courses at private universities, we must honestly address some potential issues and limitations in the research results. Firstly, the sample used in the study may have biases, especially if only specific types of private universities or particular ideological and political courses are selected, which could affect the generalizability of the research results. Secondly, there may be limitations in the data collection methods, particularly if relying on self-reports from students or course evaluations, as students' subjective biases and self-reporting errors could impact the accuracy of the data. Additionally, the time span of the study may not be sufficient to comprehensively assess the long-term effects of blended teaching, as the implementation of blended teaching may require some time to achieve optimal results. Moreover, the training and support provided to teachers in blended teaching may not have been adequately considered, which is crucial for the success of blended teaching. Finally, students' online participation and interaction are essential for the success of blended teaching, but the study may not have thoroughly analyzed students' participation patterns and influencing factors. Despite these issues and limitations, blended teaching mode still holds significant potential and advantages in ideological and political courses at private universities. By addressing these problems and continuously improving research methods, we can more accurately evaluate the effectiveness of blended teaching and promote the ongoing development of ideological and political education in the era of the Internet+.

5.2. Discussing the Advantages and Limitations of Blended Teaching Mode in Ideological and Political Courses

Blended teaching mode in ideological and political courses at private universities exhibits a range of advantages and limitations. Firstly, its flexibility and personalized learning features allow students to participate in courses based on their own schedules and learning progress, which helps meet the diverse needs of different students. Diverse learning resources, including digital teaching materials and online resources, enrich the learning experience, enabling students to gain a more comprehensive understanding of course content. Moreover, the blended mode fosters interaction among students through online discussions and collaborative projects, cultivating critical thinking and collaboration skills. At the same time, students in this mode need to be more self-directed and self-manage their learning progress, which contributes to enhancing their independent learning abilities. However, the blended teaching mode also has its limitations. Firstly, it relies on technology and the internet, which may result in a digital divide among students, as different students have varying access to technology devices and internet connections, potentially affecting the fairness of learning. Secondly, students need to have a higher level of self-discipline to effectively manage online learning, which can be challenging for some students and may lead to decreased learning outcomes. Teacher training and support are also concerns because educators need to master online education tools and teaching methods to ensure the effective implementation of blended courses. Finally, online learning assessments may not be as comprehensive as traditional face-to-face teaching, as it can be challenging for teachers to observe students' performance and participation, and further improvements in assessment methods may be necessary. Therefore, in ideological and political courses at private universities, the blended teaching mode holds potential but needs a comprehensive consideration of its advantages and limitations to better plan and implement this educational approach. Understanding students' needs, providing effective training and support, optimizing course design, and assessment methods are all crucial factors in improving the effectiveness of blended teaching [5].

6. Conclusion

Considering the application of the blended teaching mode in ideological and political courses at private universities, we can draw the following conclusions: Blended teaching mode brings flexibility, personalized learning, and diverse learning resources to ideological and political courses, helping students better understand and engage with course content while fostering comprehensive literacy. However, it also comes with challenges related to technology dependence, student self-discipline, teacher training, and assessment. To maximize the potential of blended teaching, private universities need to comprehensively consider these strengths and weaknesses, develop practical educational strategies, provide the necessary support and training for students and teachers, and continually improve course design and assessment methods. Blended teaching mode offers an opportunity for innovation in ideological and political courses, but its successful implementation requires collaborative efforts from all parties to enhance the quality of ideological and political education and meet the educational demands of the Internet+ era. This study provides valuable references and insights for the further development of blended education in the field of higher education in China.

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