

# Research on the Construction of Practical Teaching Base for Ideological and Political Courses in Colleges and Universities Based on Information Technology

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**Abstract:** Practical teaching of ideological and political courses in universities faces challenges such as monotonous content, outdated methods, and resource scarcity. The rapid development of information technology provides new opportunities for practical teaching. The research on the construction of practical teaching bases for ideological and political courses in universities based on information technology aims to explore how information technology can facilitate the optimization and upgrading of these bases, thereby enhancing the teaching effectiveness of ideological and political courses. Through literature review, empirical research, and case analysis, this study delves into the innovative applications of information technology in the construction of practical teaching bases for ideological and political courses. Information technology not only enriches teaching content but also stimulates students' learning interest through interactive and situational teaching modes, enhancing effective communication between teachers and students. It promotes the integration and sharing of teaching resources and improves the management efficiency of practical teaching. However, the research also uncovers issues such as technical barriers and uneven resource allocation in the application process of information technology. To address these issues, this study proposes a series of improvement strategies, including strengthening technical training, optimizing resource allocation, and innovating teaching modes, with the aim of providing practical guidance for the construction of practical teaching bases for ideological and political courses in universities. Future research can further explore the diversified applications of information technology in the practical teaching of ideological and political courses to continuously improve teaching quality and effectiveness.

**Keywords:** Information Technology; Ideological and Political Courses; Practical Teaching; Base Construction.

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## 1. Introduction

With the continuous deepening of globalization and informatization, higher education is facing unprecedented challenges and opportunities. Ideological and political theory courses (hereinafter referred to as "ideological and political courses") in universities serve as an important way to cultivate students' ideological and moral qualities and establish correct values, making their practical teaching links particularly significant. However, traditional practical teaching modes are often constrained by resources, time, and space, making it difficult to meet the diversified and personalized learning needs of students in the new era.

In recent years, the rapid development of information technology, such as big data, cloud computing, and artificial intelligence, has brought revolutionary changes to educational innovation. These technologies have not only changed the way knowledge is disseminated but also redefined the boundaries and modes of learning. In the construction of practical teaching bases for ideological and political courses in universities, the application of information technology has become a trend that cannot be ignored.

Although there have been studies and practical explorations on the application of information technology in the field of education, systematic research on the construction of practical teaching bases for ideological and political courses in universities is still insufficient. How to effectively utilize information technology to break the limitations of traditional practical teaching and build an efficient, interactive, and open practical teaching system has become an urgent problem to be solved.

This research is based on this background, aiming to deeply explore how information technology can promote the construction and development of practical teaching bases for ideological and political courses in universities. Through literature review, empirical investigation, and other methods, it analyzes the current situation and problems of practical teaching, proposes strategies and suggestions for the application of information technology, and provides beneficial references for improving the teaching quality and effectiveness of ideological and political courses in universities.

## 2. Theoretical Foundation and Literature Review

The theoretical foundation of this research stems from multiple fields, including education, philosophy, and the application of information technology in education. From an educational perspective, constructivist learning theory emphasizes student-centeredness, viewing learning as an active process of knowledge construction. The abundant resources and interactive platforms provided by information technology precisely create such a learning environment for students. In terms of philosophy, the Marxist view of practice points out that practice is the sole criterion for testing truth, providing theoretical support for the practical teaching of ideological and political courses and emphasizing the deepening of students' understanding of theoretical knowledge through practical activities.

Regarding literature review, scholars at home and abroad have conducted extensive research on the application of information technology in the field of education. For example, studies have shown that information technology can

significantly enhance students' learning interest and engagement, promoting personalized learning (Johnson & Adams, 2012). In terms of educational technology applications, new teaching modes such as smart classrooms and virtual simulation are widely used in practical teaching, providing students with immersive learning experiences and enhancing teaching effectiveness (Wang et al., 2019).

However, research on the application of information technology in the construction of practical teaching bases for ideological and political courses in universities is still insufficient. Some studies have focused on the application of information technology in the teaching of ideological and political theory courses (Li & Zhang, 2018), but there is relatively little involvement in the specific construction strategies and practical effect evaluations of practical teaching bases. Furthermore, how to effectively integrate information technology into practical teaching in combination with the unique characteristics of ideological and political courses remains an issue that requires further in-depth exploration.

Based on previous research, this study will further analyze the specific application strategies of information technology in the construction of practical teaching bases for ideological and political courses in universities, exploring its impact on students' learning outcomes, the allocation of teaching resources, and the innovation of teaching modes. The aim is to provide new ideas and directions for the practical teaching reform of ideological and political courses in universities.

### **3. Analysis of the Current Situation of Practical Teaching in Ideological and Political Courses in Universities**

Practical teaching in ideological and political courses in universities serves as an important bridge connecting theory with practice, knowledge with action, and plays an irreplaceable role in cultivating students' comprehensive qualities and enhancing their sense of social responsibility. However, in the current implementation of practical teaching, there are still a series of urgent issues to be addressed.

From the perspective of teaching content, although practical teaching in ideological and political courses emphasizes the integration of theory with practice, some universities still choose relatively outdated and monotonous content for practical teaching. Traditional teaching content often focuses on simple verification of theoretical knowledge, lacking in-depth analysis and exploration of real-world issues. This disconnected teaching content not only fails to stimulate students' learning interest but also fails to meet the diversified knowledge needs of students in the new era.

In terms of teaching methods, traditional practical teaching in ideological and political courses often adopts single teaching forms such as lectures and discussions, lacking sufficient interactivity and participation. In this passive learning environment, students often struggle to fully exert their subjectivity and creativity, leading to poor learning outcomes. In addition, some universities also have many deficiencies in the organization and management of practical teaching, such as the lack of a systematic teaching plan and an imperfect evaluation system, which further affects the quality and effectiveness of practical teaching.

From the perspective of teaching resources, the allocation of practical teaching resources for ideological and political courses in universities is uneven. Some universities, due to

limitations in funding and space, find it difficult to establish stable practical teaching bases and introduce professional teaching staff. This results in many constraints on the implementation of practical teaching activities, greatly reducing students' practical experience and learning effectiveness.

It is worth noting that with the rapid development of information technology, its application in the field of education is becoming increasingly widespread, providing new opportunities for the reform and innovation of practical teaching in ideological and political courses. Information technology can not only enrich practical teaching content but also stimulate students' learning interest and enhance learning outcomes through interactive, situational, and other teaching modes. However, current systematic research on the application of information technology in the construction of practical teaching bases for ideological and political courses in universities is still insufficient.

Therefore, an in-depth analysis of the current situation of practical teaching in ideological and political courses in universities and the exploration of effective applications of information technology in this context are of great significance for promoting the reform and innovation of ideological and political courses, as well as improving teaching quality and effectiveness. In subsequent chapters, this study will further explore how information technology can assist in the construction and development of practical teaching bases for ideological and political courses in universities, with the aim of providing useful references and inspirations for relevant educators.

### **4. Application of Information Technology in the Construction of Practical Teaching Bases**

In the face of existing challenges in practical teaching of ideological and political courses in universities, the introduction of information technology has injected new vitality into the construction of practical teaching bases, providing innovative solutions aimed at breaking through the limitations of traditional teaching and enhancing teaching effectiveness and student engagement.

Firstly, information technology enriches the content and forms of practical teaching. Through online platforms, resources such as domestic and international current events, social phenomenon analyses can be introduced in real-time, making practical teaching content closer to reality and enhancing its timeliness and relevance. The application of technologies such as Virtual Reality (VR) and Augmented Reality (AR) allows students to simulate social practices in virtual environments, such as historical scene reconstructions and social role-playing. These immersive learning experiences greatly increase students' interest and engagement in learning, making abstract theoretical knowledge intuitive and tangible.

Secondly, information technology promotes innovation in teaching methods. The application of teaching modes such as online discussions, collaboration platforms, and flipped classrooms breaks the temporal and spatial limitations of traditional classroom teaching, encouraging students to actively explore and cooperate. For example, by building online communities, students can continue discussing classroom topics after class, and teachers can provide timely feedback and guidance, forming a good teacher-student

interaction mechanism. Additionally, big data analysis technology can precisely analyze students' learning behaviors and outcomes, providing a basis for personalized teaching, helping teachers adjust their teaching strategies, and achieving individualized instruction.

Furthermore, information technology optimizes the allocation and management of practical teaching resources. The application of technologies such as cloud computing and the Internet of Things enables efficient integration and sharing of practical teaching resources. Universities can establish a unified practical teaching management platform to achieve integrated operations for course scheduling, resource allocation, and grade management, significantly improving management efficiency. At the same time, through remote teaching systems, students in remote areas can also enjoy high-quality practical teaching resources, promoting educational equity.

However, the application of information technology also faces some challenges, such as high technical thresholds, large initial investments, and varying levels of teachers' information technology capabilities. Therefore, in the process of promoting the integration of information technology and practical teaching, universities need to simultaneously strengthen teachers' information technology training, enhance their application abilities, and focus on the deep integration of technology and education to avoid superficial technology application, ensuring that information technology truly serves the achievement of teaching goals.

In summary, the application of information technology in the construction of practical teaching bases for ideological and political courses in universities not only brings innovation to traditional teaching modes but also opens up new paths for improving the quality of practical teaching. In the future, with the continuous advancement of technology and the ongoing renewal of educational concepts, information technology will promote the innovation and development of practical teaching in ideological and political courses on a broader level, providing strong support for cultivating high-quality talents with era characteristics and innovative spirit.

## 5. Empirical Research: A Case Study of Jiaying University

To delve into the practical application effects of information technology in the construction of practical teaching bases for ideological and political courses in universities, this study selects Jiaying University as the empirical research object. Through methods such as questionnaires, interviews, and data analysis, a comprehensive investigation was conducted on the application of information technology in the practical teaching of ideological and political courses at the university.

### 5.1. Research Design

Firstly, this study designed a questionnaire encompassing multi-dimensional questions, aiming to understand Jiaying University students' perceptions, learning experiences, and effectiveness evaluations of the application of information technology in the practical teaching of ideological and political courses. The questionnaire covered aspects such as the frequency of information technology usage, the extent to which it aids learning, and learning satisfaction. Additionally, in-depth interviews were conducted with selected teachers and students to obtain more intuitive and detailed feedback.

### 5.2. Data Analysis

Through statistical analysis of the collected questionnaire data, the study found that:

1. High Penetration of Information Technology Usage: Over 90% of the surveyed students indicated that multimedia teaching resources, online learning platforms, and other information technology tools are frequently used in the practical teaching of ideological and political courses at Jiaying University, demonstrating that information technology has been deeply integrated into daily teaching.

2. Significant Improvement in Learning Experience: Approximately 85% of the students believed that the introduction of information technology has made the practical teaching content more engaging and interesting, resulting in a noticeable increase in learning participation. Particularly, the application of VR/AR technology allows students to engage in role-playing and social practice simulations in virtual environments, enhancing the immersion and effectiveness of learning.

3. Optimized Teaching Effectiveness: Data analysis revealed that students in classes utilizing information technology-assisted teaching generally achieved higher scores in ideological and political courses compared to those who did not. Furthermore, students' understanding depth and memory retention of the course content were also enhanced. This indicates that information technology effectively promotes knowledge internalization and transfer.

4. Challenges Faced: Despite the positive achievements of information technology in the practical teaching of ideological and political courses at Jiaying University, interviews also uncovered some challenges, such as the need for some teachers to improve their information technology application skills, high costs associated with technology updates and maintenance, and varying learning outcomes due to differences in student self-discipline.

### 5.3. Suggestions and Countermeasures

Based on the above findings, this study proposes the following suggestions:

**Strengthen Teacher Training:** Regularly organize training sessions to enhance teachers' information technology application skills, helping them become proficient in modern teaching techniques and improve their ability to integrate information technology with the practical teaching of ideological and political courses.

**Optimize Resource Allocation:** Reasonably plan investments in information technology, ensuring timely updates and maintenance of technical equipment, while exploring more cost-effective technology application solutions.

**Personalized Teaching Strategies:** Develop personalized learning paths tailored to different students' learning characteristics and self-discipline. Utilize big data analysis technology to precisely deliver learning resources, achieving differentiated instruction.

**Enhance Interaction and Feedback:** Leverage information technology platforms to strengthen interactions among teachers and students, as well as among students themselves. Establish an instant feedback mechanism to promptly adjust teaching strategies, enhancing the teaching's relevance and effectiveness.

In summary, Jiaying University has achieved remarkable results in the application of information technology in the practical teaching of ideological and political courses, but

there is still a need for continuous optimization and improvement. Through ongoing exploration and practice, it is expected to provide valuable experiences for other universities, collectively driving the comprehensive enhancement of the quality of practical teaching in ideological and political courses in universities.

## 6. Conclusion

Starting from the current situation of practical teaching in ideological and political courses in colleges and universities, this study delves into the application of information technology in the construction of practical teaching bases, taking Jiaying University as an empirical research object. Through methods such as questionnaires, interviews, and data analysis, the study provides a detailed examination of the positive effects and challenges faced by information technology in enhancing the quality and effectiveness of practical teaching in ideological and political courses.

The research reveals that the introduction of information technology has significantly enriched the content and forms of practical teaching in ideological and political courses. Innovative teaching methods such as VR/AR technology and online learning platforms have greatly increased students' interest and participation in learning, making abstract theoretical knowledge vivid and concrete, and enhancing the effectiveness and pertinence of teaching. At the same time, information technology has also promoted the innovation of teaching methods, such as the use of flipped classrooms and online discussions, breaking the time and space constraints of traditional teaching and encouraging students to actively explore and cooperate, effectively improving teaching effectiveness. Furthermore, information technology has played an important role in optimizing the allocation of practical teaching resources and improving management efficiency, providing new possibilities for educational equity and balanced resource allocation.

However, the study also uncovers some challenges in the application of information technology, including teachers' insufficient ability to apply information technology, the cost pressure of technology updates and maintenance, and varying learning outcomes due to differences in students' self-discipline. To address these issues, the study proposes suggestions such as strengthening teacher training, optimizing resource allocation, implementing personalized teaching strategies, and enhancing interaction and feedback,

aiming to further promote the deep integration of information technology and practical teaching in ideological and political courses, and improve teaching quality and effectiveness.

In summary, the application of information technology in the construction of practical teaching bases for ideological and political courses in colleges and universities holds broad prospects and significant value. Through continuous exploration and practice, it is expected to overcome existing challenges and achieve deep integration of information technology and education and teaching, providing strong support for cultivating high-quality talents with contemporary characteristics and innovative spirit.

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