https://doi.org/10.37420/j.cer.2024.061

Theoretical Exploration and Practical Innovation of Ideological and Political Classes in the New Era

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Abstract:

This paper examines the theoretical and practical aspects of the Great Ideological and Political Class (GIPC) in the context of contemporary educational reforms. The study explores the integration of Marxist theory, Xi Jinping's thought on socialism with Chinese characteristics, and modern educational theories, emphasizing the role of big data and artificial intelligence in enhancing teaching methods. Through case studies in classroom, practical, and online settings, the paper evaluates the effectiveness of GIPC in improving students' ideological, moral, and comprehensive qualities. The findings suggest that GIPC significantly advances holistic education, with recommendations for future innovation and implementation.

Keywords:

Ideological and Political Class, Modern Information Technology, Teaching Mode Innovation

1.Conceptual Analysis of Great Ideological and Political Classes

1.1. The Proposal of the Big Ideological and Political Class

The significant ideological and political class, or "major ideological and political education programme", represents a novel conceptualisation and advancement of the notion of ideological and political education within the context of the contemporary era. In light of the accelerated growth of China's social economy and the evolving global landscape, the conventional approach to ideological and political education has encountered challenges in fully aligning with the demands of the contemporary era. In numerous addresses, General Secretary Xi Jinping has emphasised the importance of classroom education as the primary avenue for ideological and political instruction, while simultaneously advocating for the widespread integration of such education into the broader social fabric. In 2019, at a symposium for teachers of ideological and political theory classes in schools, General Secretary Xi Jinping explicitly proposed the need to conduct high-quality ideological and political theory classes. He further proposed that ideological and political classes should be provided in universities, middle schools and primary schools in a gradual and spiral manner. The concept of 'big ideological and political courses' was first put forward. The concept of the 'great ideological and political

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course' represents an extension and deepening of the traditional ideological and political course. Its objective is to extend ideological and political education beyond the classroom and beyond school education to encompass social education. This approach aims to achieve a comprehensive, multi-level pattern of ideological and political education. The introduction of this concept signals a new phase in China's ideological and political education. It emphasises the integration of theoretical learning with practical education, with the objective of enhancing the ideological and moral standards and overall quality of students through a range of approaches and methodologies.

1.2. Definition of the Concept of Great Ideological and Political Classes

The concept of an Ideological and Political Class encompasses a vast array of ideological and political education, with its core tenet being the comprehensive implementation of the concept of 'all-member, all-process, all-round' education. In particular, the concept of the 'Great Ideological and Political Class' can be defined as the comprehensive and systematic development of ideological and political education through various channels and forms, including classroom teaching, practical activities, cultural cultivation and network education. This is to be achieved under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era, with the objective of achieving the comprehensive cultivation and enhancement of the students' ideology and morality, values and political beliefs.

It is imperative that all educators participate in ideological and political education, extending beyond those teaching dedicated ideological and political courses to encompass educators across various disciplines, including counsellors and administrators. Through their respective roles and educational activities, these educators should collectively engage in the ideological and political education of students. The comprehensive and systematic development of ideological and political education is achieved through various channels and forms, including classroom teaching, practical activities, cultural cultivation and network education. This is achieved under the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics in the New Era, with the objective of achieving the comprehensive cultivation and enhancement of the students' ideology and morality, values, and political beliefs. All educators should be involved in ideological and political education, not only teachers of ideological and political courses, but also teachers of various disciplines, counsellors, administrators, etc. This is achieved through their respective work links and educational activities, and jointly participates in the ideological and political education of students.

The entire process of educating people, including ideological and political education throughout the entire learning and life process of students, from enrolment to graduation, covers all aspects of classroom teaching, The comprehensive education of students, including ideological and political education, is not merely confined to the classroom. Rather, it encompasses the utilisation of an array of educational resources, such as the family, the school, and the wider society, to establish a multifaceted educational system that integrates the classroom with other settings, including online and offline environments. This approach facilitates the holistic growth and development of students.

1.3. The theoretical basis of the Great Civics Course

The Marxist theory represents the foundational theoretical framework that guides the Great Civics Course. The Marxist theory of the comprehensive development of human beings provides a theoretical foundation

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for the Great Civics Course. Marxism posits that human development is a multifaceted phenomenon, encompassing not only the enhancement of material living conditions but also the expansion of spiritual and cultural pursuits. Accordingly, the design and implementation of the Great Ideology and Politics Course must prioritise the comprehensive development of students. This entails not only the enhancement of their ideological and moral standards, but also the cultivation of their scientific and cultural attributes, as well as their social practice abilities.

The core content of the Great Ideology and Politics Course is Xi Jinping's thought on socialism with Chinese characteristics in the new era. The contributions of General Secretary Xi Jinping to the field of education, particularly his seminal works on ideological and political education, have provided invaluable guidance for the conceptualisation and development of the Great Ideology and Politics Course. General Secretary Xi Jinping underscored the necessity of adhering to the trajectory of socialist education with Chinese characteristics, upholding the fundamental objective of instilling moral education, and comprehensively implementing the Party's educational guidelines and policies. These pivotal concepts serve as a foundational framework for the Greater Ideology and Politics Course.

Pedagogical and psychological theories provide a scientific foundation for the implementation of the Great Ideological and Political Class. Pedagogical theories emphasise that educational activities should be student-centred, focus on students' individual differences and developmental needs, adopt diversified teaching methods and enhance the efficacy of education. Psychological theory indicates that ideological and political education should consider the psychological characteristics and developmental processes of students, and facilitate the establishment of positive values and a constructive outlook on life through effective psychological guidance and educational intervention.

The comprehensive parenting theory posits that education is not merely the transmission of knowledge; it is also the cultivation of students' comprehensive development. In the implementation of the Great Ideological and Political Class, it is essential to prioritise the comprehensive development of students, facilitating their growth in a multitude of ways through diverse educational forms and activities. The theory of comprehensive parenting offers valuable insights that inform the design and implementation of the big ideology and politics course. It underscores the necessity of fostering the comprehensive development and quality enhancement of students through a systematic approach to educational activities. [1]

2.The Doctrinal Basis of Innovation in the Great Civic and Political Science Programmes

2.1. Application of modern information technology

The innovation of the big ideology and politics course is not only reflected in the content, but also in the in-depth application of modern information technology. The incorporation of contemporary information technology, including big data and artificial intelligence, into the field of big ideology and politics has significantly elevated the scientific, interactive, and effective quality of instruction, thereby introducing a novel pedagogical approach.

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The implementation of big data technology in the context of big ideological and political courses is primarily evident in the optimal distribution of educational resources and the precise analysis of teaching outcomes. The utilisation of big data enables educators to obtain precise feedback on their pedagogical approaches through the collation and analysis of students' learning behaviours. This allows for the timely adjustment of teaching strategies to optimise learning outcomes. By analysing students' classroom performance, homework completion and online learning records, educators can gain insight into each student's learning trajectory and areas of challenge, enabling the provision of tailored guidance and assistance. The data-driven teaching model not only improves the efficiency of the teaching process, but also enhances the personalisation and differentiation of the teaching provided.

The implementation of artificial intelligence (AI) in the Great Civics Course is primarily evident in the incorporation of intelligent teaching assistants, personalised learning pathways and intelligent assessment systems, among other features. The deployment of AI technology enables students to access immediate question-and-answer and tutoring services through intelligent teaching assistants, thereby alleviating the burden on teachers. Concurrently, AI is capable of suggesting tailored learning resources and learning paths in accordance with students' learning circumstances and interests, thereby facilitating more efficacious knowledge acquisition. Furthermore, AI technology is capable of analysing and evaluating students' learning outcomes across multiple dimensions through an intelligent assessment system, thereby facilitating the generation of more objective and scientific assessment results. The integration of AI in the Great Civics and Politics course not only enhances the teaching effectiveness, but also fosters students' capacity to engage in independent and in-depth learning.

2.2. The necessity of educational theory

The effective implementation of the ideology and politics course is contingent upon the support of educational theories, which include constructivism theory and participatory teaching theory.

Constructivist theory posits that knowledge is not transmitted directly to students through teachers' lectures; rather, it is actively constructed by students in the process of interaction with their environment. The constructivist approach emphasises students' initiative and participation in the learning process, with the objective of promoting students' understanding and mastery of knowledge through problem-solving and practical activities. In the Great Ideology and Politics Course, educators can facilitate students' independent inquiry and cooperative learning by presenting them with challenging problems and tasks. This approach enables students to gradually construct a comprehensive understanding of ideological and political theories as they navigate practical problems.

The tenets of participatory teaching theory posit that students should be actively engaged in the teaching process through participation and interaction. The tenets of participatory teaching are predicated on the assumption that students are subject to the same conditions as their instructors, and that the interactions between these two parties are of paramount importance. In the context of a large-scale ideology and politics class, educators can stimulate students' interest in learning and enthusiasm for participation through the utilisation of group discussion, role play, simulation scenarios and other forms of pedagogical approach. This pedagogical approach not only optimises students' learning experience, but also fosters the development of their teamwork

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and communication abilities, which in turn enhances the efficacy of ideological and political education.

2.3. Innovation of teaching mode

The introduction of innovative teaching methods in the context of the ideology and politics course has resulted in a notable revitalisation of ideological and political education. Among these, the big question teaching method, project-based learning and flipped classroom represent a kind of innovative teaching mode that has attracted considerable attention in recent years.

The Big Problem Teaching Method, as proposed by Bryan Abendschein et al. (2018), places emphasis on the guidance provided to students in order to facilitate their ability to think and explore in depth, through the setting of significant social problems and realistic challenges. This pedagogical approach emphasises the openness and complexity of the problem, encouraging students to analyse and solve problems from multiple perspectives and levels. In the context of the big ideology class, teachers have the opportunity to combine current events and social reality in order to design challenging and discursive big problems. They can then guide students to find answers and solutions to these problems through independent learning, cooperative discussion and practical exploration. In this manner, not only is the capacity for critical thinking and creative problem-solving among students enhanced, but also their sense of social responsibility and mission is developed.

Project-Based Learning (PBL) represents another innovative teaching mode that is widely employed in the context of the Big Ideology and Politics Course. PBL places an emphasis on the utilisation of projects as a vehicle for career development, with the objective of fostering students' comprehensive and practical abilities through the completion of practical tasks and project activities. In the context of the Great Ideology and Politics Course, educators may devise practical projects pertaining to ideological and political education, such as social surveys, public welfare activities, cultural creativity, and so forth. This enables students to apply their acquired knowledge to address tangible issues in the course of project implementation. This approach to learning not only enhances students' practical abilities but also improves their teamwork and organisational management skills.

The Flipped Classroom is an innovative teaching mode that reverses the traditional classroom teaching mode. The flipped classroom approach emphasises that students should initially acquire foundational knowledge through independent study, after which they can engage in discussion, answer questions and undertake practical activities within the classroom setting. The flipped classroom approach allows for the presentation of ideological and political theory lectures in advance of the classroom session, enabling students to engage with the material independently through online courses, video lectures and other resources. In the classroom, teachers facilitate discussion and practical activities to enhance students' comprehension and application of the subject matter. This pedagogical approach not only enhances the interactivity and efficacy of classroom instruction but also fosters students' independent and comprehensive learning.

The Big Ideology and Politics course is grounded in a robust doctrinal foundation, reflected in its integration of modern information technology, alignment with educational theory, and innovative teaching methodologies. The utilisation of modern information technology, including big data and artificial intelligence, offers robust technical assistance to the Big Ideology and Politics course, thereby augmenting the scientific and

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personalised aspects of teaching. [2] Theories of education, such as constructivism and participatory teaching, provide crucial theoretical support for the implementation of the Big Ideology and Politics Course, emphasising students' initiative and participation in the learning process. The implementation of innovative teaching modes, including the Big Issue teaching method, project-based learning and flipped classroom, has infused new vigor and momentum into the Big Ideology and Politics Course, thereby enhancing the effectiveness and attractiveness of ideological and political education. The comprehensive application of these theories and technologies enables the Great Ideological and Political Class to more effectively achieve its objective of educating individuals holistically, throughout the entire process and in all directions. This approach facilitates the cultivation of well-rounded socialist builders and successors who possess a comprehensive range of abilities, including moral character, intellectual proficiency, physical fitness, aesthetic sensibilities, and practical skills.

3.Implementation and Effectiveness of the Great Ideological and Political Classes

The implementation strategies of the Great Ideological and Political Class encompass a range of aspects, including classroom teaching, practical teaching and network teaching. Collectively, these elements contribute to the establishment of a comprehensive and multifaceted ideological and political education system.

3.1. Classroom Teaching

Classroom teaching represents the primary conduit through which the ideological and political curriculum is operationalised. It facilitates students' acquisition of systematic ideological and political theories through the utilisation of systematic and standardised pedagogical content and methods. By analysing and discussing real-world cases, students can gain a deeper understanding of and practical experience with the ideological and political theories. The case teaching method has the potential to enhance student engagement and interest, while also facilitating the contextualisation of abstract theories. The case teaching method has the additional benefit of fostering students' capacity for critical thinking and problem-solving. The interaction between teachers and students, as well as between students themselves, serves to stimulate interest and initiative in the learning process. The interactive teaching method encompasses discussion, debate, group activities, and other similar techniques. Such an approach encourages students to engage actively with classroom activities, fostering a collaborative spirit and enhancing their communication skills. The design and implementation of projects facilitate the development of students' practical abilities and comprehensive qualities. The project-based teaching method places an emphasis on students' independent learning and teamwork throughout the completion of the project, thereby enabling them to gain a profound understanding and practical application of ideological and political theories.

3.2. Practical Teaching

Practical teaching constitutes an essential component of the Great Ideological and Political Science Course, facilitating students' acquisition and advancement of knowledge through a range of practical activities. Students are assigned to participate in social investigation, voluntary service, and other activities, with the objective of enhancing their sense of social responsibility and mission in the process of engaging with and serving

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society. The social practice component of the course not only enriches students' social experience, but also cultivates their abilities to observe and analyse social phenomena. A variety of platforms are provided for students to display and exercise their abilities, including those offered through campus cultural activities, club activities, and other forms. On-campus practice activities have the potential to enhance students' sense of collective honour and belonging, while simultaneously cultivating their organisational and management skills, as well as fostering a spirit of teamwork. In consideration of the students' professional backgrounds, they are assigned to intern in relevant units with the objective of integrating ideological and political education into professional practice. Professional internships facilitate the enhancement of students' professional skills and the development of their professionalism and professional ethics.

3.3. Network Teaching

The Great Ideological and Political Education Course has introduced a significant innovation in the form of network teaching, which has the potential to expand the scope and avenues of ideological and political education through the utilisation of the Internet and information technology. Catechism (MOOC), microcourses and other formats are employed to provide comprehensive ideological and political educational resources. Online courses have the advantage of transcending the constraints of time and space, while also offering tailored learning assistance tailored to the specific requirements of each student. By utilising social media, online forums and other digital platforms, it facilitates interaction and communication between teachers and students, as well as among students themselves. The utilisation of network interaction serves to enhance the interactivity and interest of ideological and political education, whilst simultaneously facilitating a timely understanding of and response to students' ideological dynamics and needs. The objective is to establish a comprehensive digital repository for ideological and political education, accessible to students at their convenience, and enabling them to learn at their own pace and in their own time. The digital resource library comprises e-books, videos, audio files and other formats, which collectively serve to meet the diverse learning needs of students.

3.4. Case Study on the Implementation of the Greater Ideological and Political Education Course

In order to gain a deeper insight into the implementation strategies and outcomes of the Greater Civic and Political Affairs Course, it would be beneficial to analyse it in conjunction with the implementation cases of specific universities.

Case 1: The Great Civic and Political Class at Peking University

Peking University, one of China's leading universities, has been a pioneer in the implementation of the Great Civic and Political Class. The university has introduced numerous case studies and interactive teaching methods within its ideological and political theory courses. This approach allows students to gain a deeper understanding of ideological and political theories through detailed analysis and discussion of real-life cases. For example, instructors present specific instances of China's reform and opening up to engage students in group discussions, enhancing their comprehension of socialism with Chinese characteristics. Additionally, Peking University invites distinguished scholars and public figures to deliver lectures, thereby broadening students' perspectives and enriching the curriculum.

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In terms of practical teaching, Peking University emphasizes hands-on experience by organizing social investigations and voluntary service activities. These activities aim to foster a sense of social responsibility among students. The university has established 310 educational bases for ideological and political practice courses to help students gain first-hand experience at the grassroots level and understand the realities of China. For instance, students visit sites like South Lake in Jiaxing to reflect on the founding of the Communist Party and study the rural revitalization model in Zhengding, Hebei Province. These practical experiences integrate ideological and political education within real social contexts.

The university also organizes annual social research and teaching activities in impoverished areas, allowing students to experience the close integration of theory and practice while serving society. Peking University has developed several online courses in ideological and political education, accessible nationwide via the Mucou platform. For instance, the "Introduction to Xi Jinping's Thought on Socialism with Chinese Characteristics in the New Era" course is available not only to Peking University students but also to the general public, helping disseminate high-quality educational resources. Furthermore, the university has created a comprehensive digital repository of learning resources, accessible at any time, offering a wide array of multimedia materials to cater to diverse student learning preferences.

Case 2: Tsinghua University's Great Ideological and Political Classes

Tsinghua University has developed a distinctive educational approach that combines practical teaching with online instruction in the implementation of the Great Ideological and Political Class. This approach reflects the university's commitment to integrating theoretical knowledge with practical skills. Tsinghua uses a project-based teaching methodology in its ideological and political theory courses, which helps students develop practical abilities and comprehensive competencies through the design and execution of tangible projects. For example, in teaching "Basic Principles of Marxism," educators present case studies as collaborative projects for students to investigate and discuss in class. This approach enhances students' theoretical understanding and fosters teamwork and practical competence.

The university also organizes annual summer social practice activities for students, which take place across various provinces and cities in China. In addition, Tsinghua has established several practice teaching bases, such as one focused on scientific spirit and another on industrial culture. These bases offer students abundant resources and platforms for practical teaching. Students are required to undertake internships and research projects in communities, enterprises, and government departments across the country, allowing them to understand social operations and apply theoretical knowledge to solve practical problems. These activities not only enhance students' practical abilities but also cultivate their sense of social responsibility and awareness of the importance of service.

Tsinghua University also hosted a seminar on integrating ideological and political education across universities, schools, and colleges. The seminar aimed to systematically share practical experiences and promote the development of ideological and political education. The university has developed numerous ideological and political education catechism courses, covering a broad range of content. For instance, the "Outline of Modern Chinese History" course has attracted many students to study online, using various multimedia materials and interactive features. Additionally, Tsinghua disseminates information on ideological and political educa-

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tion promptly through social media platforms like WeChat and Weibo, fostering interaction between educators and learners. This approach facilitates online discussions, responses to student queries, and enhances the overall learning experience.

Case 3: Innovations and Characteristics of Different Regions

Different regions in China have implemented distinctive practices in ideological and political education. In the eastern region, Shanghai Jiao Tong University has developed an online platform for Civic and Political Science classes, integrating information technology to provide rich pedagogical resources and interactive capabilities. This approach enhances the efficiency and effectiveness of teaching by combining online and offline methods. The results of assessments show high levels of student recognition and acceptance of the information technology-based teaching approach.

In the central region, Wuhan University has intensified efforts to educate students about Chinese Communist Party culture. The university uses extensive red cultural resources to integrate civics and politics education with local red cultural assets. This red culture education has fostered an enhanced sense of patriotism and historical responsibility among students. They show high interest and engagement in red culture education, with a notable increase in their knowledge of red culture and patriotic sentiment. Evaluation results indicate high student satisfaction with the red culture education program.

In the western region, national unity education is a prominent feature of the educational landscape. Northwest University for Nationalities (NUN) promotes communication and understanding among students of different nationalities, thereby enhancing national unity. The university's national unity education activities foster a sense of multicultural identity and national unity among students. This education promotes respect for diverse ethnic cultures while raising awareness of national unity. Evaluation results show that students rate the effectiveness of national unity education highly.

By analyzing exemplary practices in the teaching of Greater Civics and Politics across various educational institutions, it is possible to identify the innovations and distinctive features of different schools and regions in implementing these courses. These practices include the use of diverse pedagogical techniques in the classroom and the enhancement of students' learning experiences through a combination of practical and online teaching methods. Presenting specific cases like these can serve as valuable references for other colleges and universities aiming to innovate and develop their Great Civic and Political Class programs.

3.5. Evaluation of the efficacy of the implementation of the Greater Civic and Political Affairs Course

The assessment of the impact of the Great Civic and Political Science Course is a crucial aspect of its implementation. The actual impact of the Great Civic and Political Science Course is analysed through the feedback of students and the evaluation of the teaching effect.

1. Student Feedback

Student feedback represents a crucial metric for gauging the impact of the Great Civic and Political Science Course. The collection of students' opinions and suggestions on the Great Civic and Political Science Course

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can be achieved through questionnaires, interviews and other forms of data collection. This enables an understanding of students' evaluations of the course content, teaching methods, learning experience and other aspects. For instance, a survey on student satisfaction with the Great Civic and Political Science Course can be conducted through questionnaires in order to ascertain students' overall satisfaction with the aforementioned course. The survey encompasses a range of factors, including the depth and diversity of the course content, the efficacy of the teaching methods employed, the quality of the practical activities, and other pertinent aspects. Furthermore, interviews and other forms of data collection can be employed to gain a nuanced understanding of students' particular views and suggestions regarding the Great Civic and Political Science Course. The interviews encompass an examination of the strengths, weaknesses and potential for improvement of the course.

2. Teaching Effect Evaluation

The assessment of teaching effects represents a crucial method for evaluating the tangible impact of the Great Civic and Political Science Course. The efficacy of the Great Civic and Political Science Course is evaluated through objective assessment of data such as examination results and practical achievements. For instance, students' comprehension of ideological and political theories may be evaluated through final examinations and conventional grades. The assessment of academic achievement serves as a key indicator for evaluating the teaching effect. The performance and progress of students in practical activities are evaluated through the analysis of social practice reports and the assessment of practical project outcomes. The practical results may be taken as an indication of the actual growth and progress of students in ideological and political education.

In light of the existing related literature, a more comprehensive analysis of the implementation effect of the Great Ideological and Political Education can be undertaken. Lai Feng notes in Value of Ideological and Political Parenting in Colleges and Universities Based on Value-added Evaluation and Integrated Innovation that value-added evaluation provides a comprehensive assessment of students' ideological and political development through a combination of qualitative and quantitative methods. [3] This approach aligns with the objective of the Greater Ideological and Political Class to foster comprehensive student growth through a multifaceted educational framework. The comprehensive and systematic nature of the evaluation of the quality of ideological and political education in colleges and universities is reflected in the comprehensive and systematic nature of the evaluation of the quality of ideological and political education in colleges and universities, as emphasised by Feng Gang in his Empirical Study on the Design of the Quality Evaluation Indicator System of Ideological and Political Education Work in Colleges and Universities in the New Era. Feng Gang posits that an evaluation of the quality of ideological and political education should prioritise the applicability, scientific rigour, advancement and systematicity of the index system, with a view to promoting the modernisation of ideological and political education in colleges and universities. [4]

As a significant advancement in ideological and political education in the contemporary context, the Great Ideological and Political Education has established a comprehensive and multifaceted educational framework through a range of implementation strategies, including classroom instruction, experiential learning, and digital pedagogy. The implementation of the Great Ideological and Political Class in specific colleges and universities has yielded significant outcomes in enhancing students' ideological and political competencies, as

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well as their overall quality. By incorporating student feedback and evaluating the teaching effects, the implementation strategy of the Great Ideological and Political Class can be further refined and enhanced to ensure the continuous improvement of ideological and political education in terms of effectiveness and appeal.

4.Prospects for the Implementation of the Great Ideological and Political Class

4.1. Upgrading Infrastructure

It is recommended that the government and educational institutions increase their investment in the development of information technology infrastructure and enhance the coverage and quality of modern information technology facilities. Specific consideration should be given to the construction of educational information technology infrastructure in remote and resource-poor areas, with the objective of ensuring the widespread dissemination of the Great Civics and Politics Course.

4.2. Training teachers in technology application skills

It is essential to enhance teachers' proficiency in modern educational technology and their capacity to utilise it effectively. This can be achieved by conducting regular IT training programmes. It would be beneficial to invite experts to deliver lectures and training sessions, with the aim of assisting teachers in becoming more familiar with the specific applications of big data, artificial intelligence and other technologies in an educational context. It is imperative to establish an optimal network security protection system to safeguard students' personal information and learning data. It is recommended that schools implement a network security management system, conduct regular network security training, and enhance the network security awareness of teachers and students.

4.3. Enhancement of Teachers' Strength

It is recommended that teacher training be strengthened in order to improve the professional quality and teaching ability of teachers. Professional training in ideological and political education can be conducted in collaboration with leading academic institutions to enhance teachers' theoretical knowledge and pedagogical skills. It is essential to establish a robust mechanism for teacher development, offering opportunities for career advancement and training enhancement. It is essential to enhance the remuneration of teachers, alleviate the considerable workload they are required to undertake, and foster a sense of dedication and commitment to their profession.

4.4. Encourage innovation in teaching methodology

Integrate traditional classroom-based instruction with contemporary online learning, thereby facilitating a blended teaching approach. The combination of online and offline teaching methodologies facilitates the sharing of resources and the realization of complementary advantages, thereby enhancing the overall effectiveness of the teaching process. The Great Ideology and Politics Course places considerable emphasis on the value of practical teaching. To this end, the content is enhanced through social practice, on-campus practice, profes-

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sional internships and other forms of experiential learning. This approach is designed to foster students' practical abilities and sense of social responsibility. The provision of personalised learning support and services is to be facilitated through the utilisation of big data and artificial intelligence technology. It is recommended that personalised learning resources and learning paths be provided according to students' interests and needs, with a view to enhancing learning effectiveness.

4.5. Enhancing Research and Evaluation

It is recommended that investment in research on Big Civics and Politics be increased in order to facilitate a more comprehensive understanding of the theoretical basis, implementation strategies and evaluation of the effects of Big Civics and Politics. The provision of a scientific basis and data support through empirical research will serve to provide a reference point for the improvement and development of the Great Ideological and Political Class. The establishment of an evaluation system for the Greater Civic and Political Affairs Course, and the comprehensive assessment of the implementation effect of the aforementioned course through a variety of methods, including the collection of student feedback and the assessment of teaching effects, are both key objectives. In light of the evaluation outcomes, timely adjustments and improvements to teaching strategies will be implemented with a view to enhancing the quality of education.

The implementation process of the Great Civic and Political Science Course is confronted with a number of challenges, including the limitations of technology application and the insufficiency of teachers. However, these challenges also offer potential avenues for improvement in the course's future development. By reinforcing the application of technology and the construction of infrastructure, augmenting the strength of the faculty, promoting innovation in teaching methods, strengthening international cooperation and exchange, and conducting comprehensive research and evaluation, the Great Civic and Political Science Course will undoubtedly assume a more prominent role in the context of the new era. It will cultivate socialist builders and successors who are well-rounded in morality, intelligence, physical fitness, and aesthetics. In the future, it will be necessary to synthesise the experiences gained thus far and to pursue innovations in practice. This will facilitate the provision of more theoretical support and practical guidance for the implementation and development of the Great Civic and Political Class.

Author Contributions

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Funding

This work was supported by Guangxi Education Science Planning Project (2021B096), and Guangxi Higher Education Undergraduate Teaching Reform Project, (2023JGA341), and Guangxi Colleges and

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