

The Application of Blended Teaching in the Ideological and Political Reform of the Social Security Curriculum

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Abstract

This article critically examines the impact of blended teaching on the ideological and political integration within the Social Security Curriculum. It aims to elucidate the knowledge, skills, and values objectives of blended teaching in the context of Social Security Curriculum, particularly its intersection with ideological and political education. The paper further delves into specific reform elements, encompassing alterations in pedagogical methodologies, realignment of educational goals, amalgamation of instructional resources, pioneering teaching strategies, and refinement of assessment methodologies.

Keywords: blended teaching, Social Security Curriculum, ideological and political education in curriculum

1. Introduction

In 2021, the "Notice on Deepening the Construction of Ideological and Political Education in University Courses" emphasized that universities should prioritize the foundational endeavor of moral education. It called for the coordinated advancement of ideological and political development across various courses, advocating for the concurrent integration of diverse academic subjects with ideological and political content. The 20th National Congress of the Communist Party of China reiterates the imperative of upholding the core mission of "morality education" in the face of evolving circumstances. It underscores the need to mobilize a robust force committed to

educating Party members and fostering talent for the nation. The objective is to cultivate a new generation of individuals poised to shoulder the profound responsibility of national rejuvenation for both the Party and the country. From its inception as a proposal to its formal inclusion in official documents by the Ministry of Education, "Ideological and Political Education in the Curriculum" has progressively transformed into a pivotal ideology and a primary methodology for universities to actualize moral education while simultaneously advancing teaching reform and innovation.

In the ongoing evolution of information technology, harnessing big data has become an inexorable force propelling reforms in university

course teaching models. The conventional classroom teaching mode faces challenges where students tend to passively absorb knowledge, often lacking practical application and critical thinking. To augment the instructional efficacy of the Social Security Curriculum, it is imperative to delve into a blended teaching model tailored to this discipline. Integrating the tenets of ideological and political education into this model becomes essential for nurturing comprehensive development among students and elevating their ideological and moral caliber.

2. The Significance of Blended Teaching

Blended teaching entails the amalgamation of traditional in-person instruction with contemporary information technology. It involves the flexible utilization of diverse teaching methods and resources throughout the learning process, aiming to optimize student learning outcomes and elevate teaching quality.

In the era of modern information technology, particularly the advancement of educational informatization, the blended teaching model has progressively emerged as a focal point of research within the education sector. It has also surfaced as a novel teaching model under exploration in the ongoing reform initiatives within higher education. Within this framework, the conventional teaching approach in human resource management courses exhibits more conspicuous issues, including the passive absorption of knowledge imparted by instructors and a diminished level of enthusiasm for learning. The stark contrast between monotonous theoretical explanations and the contemporary emphasis on interdisciplinary relevance and practical application in learning, compounded by the trend of credit compression and the inherent contradiction with students' personalized learning needs, underscores that conventional classroom teaching no longer aligns with the evolving demands of students (Feng Cui, 2020).

Blended teaching aligns with the demands of future innovative and practical talent training modes, holding significant theoretical and practical implications for the comprehensive advancement of education, the reform of teacher education and instructional methodologies, and even the lifelong development of students (Chen Cheng, 2021). The adoption of online education technology will streamline the seamless integration of the internet and traditional offline

education, ultimately fostering the sharing of high-quality educational resources. Su Hui (2023) also emphasizes that blended teaching, which amalgamates online and offline elements, is an inexorable trend in the course reform of universities in the Internet+ information era.

3. Goals and Contents of the Reform of Ideological and Political Teaching of Blended Social Security Curriculum

3.1 Teaching Reform Objectives

Under the integration of online and offline teaching, the ideological and political education within the Social Security curriculum aims to establish a comprehensive system of teaching reform objectives spanning three dimensions: knowledge, skills, and values. This initiative seeks to augment students' proficiency in applying knowledge, fostering innovation, and cultivating ideological and moral virtues. These objectives are built upon the foundation of developing their fundamental professional knowledge and nurturing a keen interest in their field of study.

In the realm of knowledge acquisition, this approach aids students in comprehensively grasping the foundational knowledge pertaining to social security systems, pertinent policies, and regulations. It ensures a thorough understanding of the evolution and contemporary landscape of social security, encompassing various models operating within diverse societal systems. Furthermore, it elucidates the intricate relationship between social security and the principles of fairness and justice. Guide students in precisely delineating the interconnections among social security, people's livelihoods, and human resource management. Enable them to adeptly apply foundational social security knowledge to analytically address pertinent social issues.

Regarding skill development, the amalgamation of online and offline teaching methods guides students to engage in independent thinking and inquiry. Activities such as case analysis, debates, and discussions are employed to foster a profound comprehension of the social security system and policies, enhancing their critical thinking abilities. Direct students in the comprehensive application of fundamental professional knowledge in social security to analyze and resolve intricate real-life social security issues. This process aims to augment their innovation capabilities in the effective

transfer of knowledge.

In the values dimension, the emphasis lies in extracting ideological and political elements from the core teaching content of the Social Security curriculum. This entails aiding college students in comprehending the functions and significance of social security systems, nurturing civic awareness, and encouraging active participation in societal affairs. Guiding college students to scrutinize social security issues through ethical and moral lenses, enhancing their moral awareness and judgment capabilities,

and instilling correct values and codes of conduct. Through elucidating social security cases and policies, and integrating the analysis and discussion of real-life social security cases within enterprises, we aim to cultivate a rigorous and pragmatic work ethos among students. This approach seeks to stimulate students' sense of patriotism, enhance their professional interest, and foster a heightened sense of social responsibility.

3.2 Teaching Reform Content

Project Content	Reform Content	Significance of the Reform
Teaching Mode Reform	The blended teaching approach, integrating both online and offline components, categorizes the extensive knowledge into three major modules, encompassing a total of 12 chapters.	To provide students with a concise comprehension of the course structure and promote self-directed learning.
Reconstructing Teaching Objectives	Proficiently mastering and applying the fundamental theories and policies of social security, resolving real-world social security issues collaboratively through teamwork. The teaching objectives are categorically delineated into three dimensions: knowledge dissemination, skills development, and values guidance.	Departing from the traditional focus solely on students' acquisition and rote memorization of foundational knowledge, this approach accentuates the cultivation of students' multidimensional abilities, patriotism, and cultural confidence.
Integrating Teaching Resources	<p>① Teaching audio-visual materials construction. For example, it is advisable to proactively choose a typical and engaging topic, subsequently uploading it to the online teaching platform in the form of recorded video or audio. This enables students to preview the content before the commencement of the class.</p> <p>② Integration of Online Resources involves curating high-quality materials like news articles, movies, documentaries, etc., pertinent to the course. These resources are strategically incorporated into the corresponding chapters of the curriculum for enhanced relevance and effectiveness.</p> <p>③ Establishment of an Online Question Bank. Teachers can reorganize knowledge points, prioritizing the flexible application of knowledge and the cultivation of multidimensional abilities, in order to develop an online question bank. Online daily quizzes can be administered, with questions randomly drawn from the question bank.</p>	<p>① By leveraging pre-class online videos, teachers can orchestrate group discussions on specific topics in the classroom, elevating class interactivity and nurturing students' capacity for independent thinking.</p> <p>② Strengthen students' capacity to address real-world challenges through case analysis, providing them with valuable learning experiences and reference materials.</p> <p>③ Teachers fine-tune the focus, difficulty, and methods of instruction based on the outcomes of online quizzes, ensuring more targeted teaching that aligns with students' individual aptitudes.</p> <p>④ Integrating core values into the teaching content of social security ensures that these values become deeply embedded in students' personal lives and societal understanding. This approach provides a robust framework for shaping their perspectives on life,</p>

	④The ideological and political content of the curriculum. The core values align inherently with the fundamental characteristics of social security, encompassing traits such as “publicness, inclusiveness, mutual assistance, and shared benefits.” The intrinsic values are congruent.	values, and the world.
Innovative Teaching Methods	Centrally focused on enhancing student cognition, this approach entails teachers facilitating knowledge observation, evaluation, and advancement as specific components. The teaching methodology underscores the cultivation of students’ self-learning abilities and proactive development. This encompasses the adoption of immersive teaching methods, both online and offline, such as scenario simulations, analysis of societal hot topics, knowledge competitions, social practices, and extended readings.	Moving away from the historically predominant passive teaching methods, there is a gradual shift towards fostering active student participation in classroom instruction.
Optimizing Examination and Evaluation Methods	Built upon the “blended teaching” model, which integrates online and offline components, the course’s examination and evaluation methods should be refined across three dimensions: knowledge, skills, and qualities. Incorporating elements of ideological and political education is crucial, and establishing a comprehensive assessment mechanism that encompasses both online and offline components is essential.	Employ a variety of assessment methods, with the foundational principle rooted in moral education, to enhance the comprehensive development of students.

4. The Role of Blended Teaching in the Innovative Ideological and Political Education of the Social Security Curriculum

In the innovative ideological and political education within the Social Security curriculum, blended teaching can assume the following roles. Initially, blended teaching can diversify instructional methodologies. The course content of the Social Security is comprehensive, encompassing various facets such as social security theory, systems, and practices. The traditional face-to-face teaching model is frequently constrained by time and classroom resources, curtailing the comprehensive presentation and explanation of relevant examples and cases. In contrast, blended teaching, leveraging online teaching platforms and multimedia resources, can furnish students with a broader array of learning materials and

case analyses. This facilitates a more extensive exposure for students to acquire, learn, and comprehend the content of the Social Security Curriculum. Secondly, blended teaching can enhance interaction between teachers and students. The Social Security Curriculum is a field that underscores the integration of theory and practice. Traditional face-to-face teaching often leans towards lecture-based instruction, where students passively absorb knowledge. Furthermore, the blended teaching model, employing formats such as online discussions and Q&A sessions, motivates students to actively engage in the learning process. This cultivates increased motivation and initiative in learning, nurturing critical thinking and fostering innovative awareness, particularly during activities such as problem-solving and sharing viewpoints. Additionally, it enables a timely grasp of students’ learning situations and

concerns, offering teachers valuable feedback and facilitating personalized instruction.

Furthermore, blended teaching contributes to the augmentation of students' information literacy. As a highly practical discipline, the Social Security necessitates that students possess the ability to search for and analyze information. In traditional face-to-face teaching, students are exposed to a relatively limited amount of information. However, through blended teaching, students can access a broader and more in-depth array of academic information using methods such as online searches and academic databases. This cultivates their abilities to gather and process information, which can subsequently be applied to researching and addressing real-world social security issues.

Finally, blended teaching is conducive to fostering students' engagement in independent learning. The knowledge content of the Social Security is relatively complex, and traditional face-to-face teaching can, at times, result in challenges such as information overload and an overwhelming number of knowledge points. Through blended teaching, students can autonomously choose learning materials and methods based on their own learning pace and abilities, fostering a sense of independent learning. Additionally, the blended teaching model can incorporate features like online assignments and quizzes, enabling students to continually enhance their learning outcomes through autonomous learning and feedback mechanisms.

In summary, blended teaching assumes a pivotal role in the innovative ideological and political education within the Social Security curriculum. It accomplishes this by diversifying teaching methods, facilitating teacher-student interaction, bolstering students' information literacy, and promoting independent learning. Through the application of innovative teaching methods and technological tools, we can elevate students' learning outcomes and the quality of teaching. This approach cultivates their critical thinking and innovation abilities, nurturing high-quality talents imbued with socialist core values for society.

5. Conclusion

The integration of blended teaching in the ideological and political reform of the Social Security curriculum holds paramount

significance. The ideological and political reform in the curriculum, based on the blended teaching model, intricately integrates information technology with students' social practices. It accomplishes the seamless integration of online and offline learning, opening new avenues for cultivating students' critical thinking, innovation abilities, interdisciplinary thinking, and comprehensive application skills. However, for more effective attainment of teaching objectives, there is a necessity for further refinement in the design and organization of the blended teaching model, along with strengthened guidance and management of students. Only through these measures can the blended teaching model effectively fulfill its role in the ideological and political reform of the Social Security curriculum, cultivating high-quality talents equipped with a profound sense of social responsibility and robust innovation capabilities.

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