

Exploration of the Integration of Immersive Media Technology into Ideological and Political Education Courses in Colleges and Universities

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Abstract

Currently, the teaching of ideological and political courses in colleges and universities faces some problems and challenges. On the one hand, the traditional teaching methods of ideological and political courses are single and lack innovation, which are difficult to meet the diverse needs of students; on the other hand, students' participation in ideological and political courses is not high, lacking enthusiasm and initiative. In addition, with the popularization and application of information technology, students have more diversified channels to obtain information, which puts higher demands on the teaching quality and effectiveness of ideological and political courses. This article focuses on the characteristics of immersive media technology, as well as the advantages, problems, and solutions of using immersive media technology to improve the teaching effectiveness of ideological and political theory courses in colleges and universities. Firstly, it introduces the development status and characteristics of immersive media technology. Secondly, it analyzes the outstanding advantages of immersive media technology in teaching from the following aspects: virtual reality and augmented reality; sensory stimulation and emotional experience; as well as human-computer interaction and self-harmony. Thirdly, it proposes ways to improve teaching effectiveness based on immersive media technology from three aspects: theoretical research, historical research, and practical research of ideological and political courses in colleges and universities. Finally, it discusses the problems existing in the teaching of these courses using immersive media technology and proposes solutions.

Keywords

Immersive media technology; ideological and political theory course; virtual reality; teaching effect.

1. Introduction

With the rapid development of information technology, immersive media technology has gradually penetrated into the field of education with its unique advantages, bringing unprecedented opportunities and challenges to the teaching of ideological and political courses in universities. As an important component of higher education, ideological and political courses aim to cultivate students' teamwork ability, innovative spirit, and practical ability, which is of great significance for their comprehensive development. Since the proposal of interdisciplinary thematic learning in the Compulsory Education Curriculum Plan (2022 Edition), frontline teachers have carried out corresponding teaching practices from different perspectives^[1]. Specifically, in terms of learning methods, although teachers have the awareness of designing interdisciplinary learning activities that unify body and mind, the teaching mode of teacher speaking and student listening is still mainstream, and learning activities lack the mobilization of multiple organs in the body; In terms of learning content, it is

mostly teacher led interdisciplinary integration and knowledge presentation, and students lack a sense of immersive participation; In the field of learning, the classroom should be the main battlefield for interdisciplinary learning. However, teachers pay more attention to the creation of physical fields rather than meaningful fields, which leads to the spiritual detachment of the student subject in the learning field. Therefore, exploring how immersive media technology can empower the teaching of ideological and political courses in universities and promote innovation in educational models has important practical significance and application value.

2. The concept of immersive media technology

Immersive media technology uses technologies such as virtual reality, augmented reality, and mixed reality to immerse users in a three-dimensional virtual environment, allowing them to experience the sensory experiences of visual, auditory, and tactile media content firsthand. This technology not only provides users with a more realistic and realistic experience, but also makes the learning process more vivid and interesting, which can stimulate students' interest and enthusiasm in learning. The theory of immersive media technology originated from the immersion theory proposed by American psychologist Mihaly Csikszentmihalyi. According to this theory, immersion refers to the joy that people may experience when fully engaged and focused on ongoing activities and situations^[2]. When people engage in an activity that can capture their entire attention, if the challenges that come with it match their abilities, they will be in a highly focused mental state and engage in the activity smoothly and effectively, filtering out all irrelevant perceptions, and time will remain stationary for them. This psychological experience is an immersive state. When the above theory is applied to human-computer interaction media, we have the concept of immersive media, and all audio and video technologies that can immerse people can be called immersive media^[3]. For example, video calling can provide the caller with the same experience of face-to-face conversation with people from afar. Another example is watching movies on a high-definition TV. Although the audience may feel like they are in the scenes presented in the movie, the immersive experience provided by these scenes is not complete and one of the key methods to achieve deep immersion is the degree of isolation of the immersive atmosphere and the extent to which it is not disturbed by external stimuli. Special immersive terminal devices, such as VR helmets, will generate a powerful visual immersion^[4]. The immersive experience provided by VR technology utilizes the input correspondence of human visual senses to create an experiential atmosphere, shielding other irrelevant external visual stimuli, allowing users to completely immerse themselves in the virtual world and forget about the real world^[5]. Another factor that affects the depth of immersive experience is content design. The balance between abilities and challenges is one of the primary conditions for individuals to achieve immersive experiences. When completing a specific task, one can fully realize whether their existing skills match the challenges they face. When players have clear goals and can perceive the skill level required to complete the challenge^[6], the immersive experience can be easily achieved.

3. The Current Situation and Challenges of Ideological and Political Course Teaching in Universities

As an important component of higher education, ideological and political courses carry the important mission of cultivating students' teamwork, innovative spirit, and practical abilities. However, in the current educational environment, the teaching of ideological and political courses in universities is facing some current situations and challenges that cannot be ignored.

3.1. Current situation of ideological and political course teaching in universities

At present, the current situation of ideological and political course teaching in universities presents the following characteristics: firstly, the teaching method of ideological and political courses is relatively single. The traditional teaching method of ideological and political courses often focuses on lectures, lacking practicality and interactivity [7], resulting in limited understanding and mastery of course content by students. Secondly, the participation in ideological and political courses is not high. Due to the single teaching method, students generally have low interest and enthusiasm in ideological and political courses, and their participation is not high. This not only affects the learning effectiveness of students, but also restricts the innovation and development of ideological and political course teaching. In addition, the disconnection between ideological and political courses and actual needs is also a problem currently faced. Some ideological and political courses place too much emphasis on imparting theoretical knowledge, while neglecting the cultivation of practical application abilities, resulting in difficulties for students to effectively apply the knowledge they have learned in practical work.

3.2. Challenges faced by the teaching of ideological and political courses in universities

With the rapid development of society and the deepening of educational reform, the teaching of ideological and political courses in universities is facing many challenges. Firstly, the diversification of student needs has put forward higher requirements for ideological and political course teaching. Modern students pay more attention to personalized and differentiated learning experiences, and have higher requirements for the content, form, and quality of ideological and political courses. Therefore, the teaching of ideological and political courses needs to pay more attention to the needs and interests of students, and provide more diverse teaching methods and content. Secondly, the rapid development of information technology has brought new challenges and opportunities to the teaching of ideological and political courses. The wide application of the new generation of information technology, such as the Internet, big data and artificial intelligence, has provided infinite possibilities for the innovation of ideological and political course teaching. However, how to effectively apply these technologies to improve the effectiveness and quality of ideological and political course teaching is an important issue currently facing us. In addition, the construction of the teaching staff for ideological and political courses is also a major challenge. Excellent ideological and political course teachers need to have rich practical experience, profound theoretical literacy, and excellent teaching ability. However, currently, the teaching staff of ideological and political courses in some universities are relatively weak, lacking relevant teaching experience and abilities, which hinders the improvement of the quality of ideological and political course teaching.

4. The application of immersive media technology in the teaching of ideological and political courses in universities

4.1. Creating realistic learning scenarios

Immersive media technology can utilize immersive media technology, combined with AR, VR, and sensory interaction devices, to create virtual environments based on historical facts, thoughts, or plots, allowing participants to immerse themselves in the virtual environment to see, feel, and interact, significantly improving their experience. As a new type of grassroots teaching exploration in the digital era, the construction of virtual teaching and research rooms brings more innovative ways of teaching. For example, in the teaching of historical events in

ideological and political courses, virtual reality technology can be used to reproduce historical event scenes, allowing students to experience the historical atmosphere firsthand and deepen their understanding of historical knowledge.

4.2. Enhancing Students' Learning Experience

Immersive media technology makes the learning process more vivid and interesting by providing multiple sensory stimuli and interactive experiences. In ideological and political courses, immersive media technology can be used to design interactive games, simulation experiments, and other activities, allowing students to learn knowledge and improve skills in a relaxed and enjoyable atmosphere. At present, many universities in China have introduced immersive media technology into classroom teaching to improve the teaching effectiveness of courses with poor teaching effectiveness under traditional teaching modes^[8]. Especially the application of immersive media technology will effectively diversify and concretize the teaching of ideological and political theory courses. It can effectively help students reduce cognitive load, maintain enthusiasm, improve practical ability, cultivate positive emotions, and thus achieve the expected teaching effect.

4.3. Promoting teamwork and communication among students

Immersive media technology can support online collaboration and interaction among multiple people, providing strong support for team collaborative learning in ideological and political courses. It can enhance the focus and enthusiasm of every member participating in collaboration, enhance practical skills and collaborative spirit. Exploring the advantages of immersive media technology will make the teaching of ideological and political courses in universities more efficient and efficient. Students can work together in a virtual environment to complete tasks, discuss issues, and enhance teamwork and communication skills.

5. The advantages and challenges of empowering ideological and political courses in universities with immersive media technology

Immersive media technology empowers the teaching of ideological and political courses in universities with many advantages, such as enhancing students' interest and participation in learning, enhancing learning effectiveness, and so on. However, it also faces some challenges and problems, such as high technological costs and low equipment penetration rate. Therefore, in practical applications, it is necessary to fully consider these factors and develop reasonable implementation plans and measures.

6. Conclusion and Outlook

As a major theoretical proposition today, the new quality productivity highlights the application prospects of science and technology in production and life^[9]. Led by cultivating high-quality innovative talents, deepening digital collaboration, and promoting the symbiosis and growth of education supply side and industry demand. Immersive media technology has brought new development opportunities and challenges to the teaching of ideological and political courses in universities. By properly applying immersive media technology, we can innovate the teaching methods and approaches of ideological and political courses, improve teaching quality and effectiveness. In the future, with the continuous progress and popularization of technology, immersive media technology will play a more important role in the teaching of ideological and political courses in universities. At the same time, we also need to constantly explore and research how to better utilize this technology, and contribute more wisdom and strength to the reform and development of ideological and political course teaching in universities.

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