

Exploration and Practice of Ideological and Political Education in Teacher Education Curriculum Based on SPOC

-- A Case Study of 'Chinese Curriculum and Teaching Theory' at Nanchang Normal University

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Abstract

In response to issues in previous teacher education courses such as weak moral education awareness, single moral education methods, improper moral education design, and lack of moral education evaluation, this paper takes the three-year teaching reform practice of the core course "Chinese Curriculum and Teaching Theory" in the Chinese Language and Literature major at a normal university as an example. It introduces the deep integration of SPOC (Small Private Online Course) and traditional teacher education courses in terms of teaching objectives, teaching models, course content, and teaching evaluation. The paper explores the practice of establishing a "five-dimensional course objective" that incorporates ideological and political education (IPE) elements, constructing a hybrid IPE teaching model based on PBL (Project-Based Learning) tasks for both online and offline teaching, designing course content centered around characteristic IPE case studies, and building a comprehensive "assessment-teaching full-cycle embedding" IPE evaluation mechanism. Through the research outcomes, the paper aims to promote the development of IPE in Chinese Language and Literature major courses and contribute to the reform of the teacher education supply-side.

Keywords

SPOC; Ideological and Political Education (IPE) in Courses; Teacher Education; Chinese Curriculum and Teaching Theory; Blended Teaching (Online and Offline).

1. Introduction

SPOC (Small Private Online Course) is a typical paradigm of online open courses in the "post-MOOC era." By studying the teaching practices of "Ideological and Political Education (IPE)" courses on the SPOC platform, effective strategies for teacher education courses can be explored, including optimizing course objectives, innovating teaching methods, and enhancing interactivity, with the aim of better meeting the professional development needs of teachers and improving the quality and effectiveness of IPE courses.

This paper takes the three-year teaching practice of the core course "Chinese Curriculum and Teaching Theory" in the teacher education program at Nanchang Normal University as a case study, focusing on the pain points in IPE in the curriculum, and implementing course reconstruction guided by the "New Liberal Arts" construction and "Gold Course" standards.

2. The Necessity of IPE Reform in "Chinese Curriculum and Teaching Theory"

2.1. Educational Development: Promoting Basic Education Reform

Teacher education courses in normal universities are the main platform for cultivating moral education ability among pre-service teachers, directly affecting the moral quality of local teaching staff and influencing the construction of the local teacher workforce and the sustainable development of education. Basic education reform requires teachers to have stronger humanistic care and moral education awareness, focusing on cultivating students' ideological and moral qualities and social responsibility. Traditional teacher education courses, which prioritize knowledge and skills, often fail to cultivate the value guidance and moral education ability needed by pre-service teachers. Therefore, the continuous deepening of basic education curriculum reform imposes higher demands on teacher education courses in normal universities, encouraging them to focus on moral education practice.

2.2. Institutional Environment: Teacher Education Regulations and Professional Competency Standards

In May 2021, the Ministry of Education issued professional competency standards for pre-service teachers in kindergartens, primary schools, and secondary schools. These standards, focusing on the cultivation of "four good teachers" (teachers with morality, skills, teaching abilities, and development potential), included the requirement to "practice teacher ethics," "learn to teach," "learn to educate," and "learn to develop." These standards incorporated moral education abilities into the core content of teacher training, guiding the design and implementation of teacher education courses and influencing teacher education accreditation. Teacher education regulations and professional competency standards continuously update and improve, providing basic principles and directions for the integration of IPE into teacher education courses.

2.3. Industry Demands: New Requirements for Pre-Service Teachers in the New Era

With the continuous development of information technology, the education sector is gradually moving towards informatization, requiring teachers who possess the ability to apply information technology and innovation skills in teaching design and practice. This requires teacher education courses in normal universities to focus on student subjectivity, use diverse teaching methods and evaluation approaches, and innovate IPE methods, while enhancing pre-service teachers' ability to creatively carry out moral education activities and strengthening their sense of social responsibility and mission.

2.4. Technological Tools: SPOC as a New Path for Teacher Education

As the process of education informatization and teacher professionalization deepens, university teaching activities increasingly rely on information technology. SPOC, as a new online education model, is better suited for in-campus students due to its smaller, more targeted scale. It increases student motivation and participation, helping achieve educational goals more effectively. [1]SPOC integrates online teaching resources and interactive tools, assisting teachers in integrating and sharing high-quality educational resources, providing more flexible and diverse learning opportunities for pre-service teachers, and offering a new avenue for IPE in teacher education courses.

3. Pain Points and Causes of IPE in "Chinese Curriculum and Teaching Theory"

In the course construction process, through feedback from employers, social demand surveys, student and teacher feedback, and self-reflection, several pain points have been identified in the IPE teaching of the traditional "Chinese Curriculum and Teaching Theory":

3.1. Course Objectives: Weak Moral Education Awareness, Emphasis on Knowledge over Moral Education

Some teachers focus on strengthening the theoretical knowledge and teaching skills of pre-service teachers before their teaching practice, with course objectives centered on knowledge and skills. This leads to a disconnection between knowledge transmission, ability development, and value cultivation, and the course does not integrate moral education throughout the entire teaching process. As a result, students lack value guidance, professional confidence, and some even refuse to pursue a career in Chinese language education, seeing it as "not specialized" and "low-paying," which undermines their professional identity.

3.2. Teaching Model: Single Moral Education Method, Teacher-Centered Lecturing

Due to the maturity of the educational objects, traditional IPE teaching in "Chinese Curriculum and Teaching Theory" tends to focus on the delivery of theoretical knowledge, neglecting the research and application of new teaching models. In these teacher-centered activities, teaching is often a "one-way lecture" using PPT, with IPE limited to the "classroom." Students lack opportunities for active participation, their enthusiasm is not enhanced, and a passive learning environment forms, leading to limited engagement with IPE.

3.3. Course Content: Improper Moral Education Design, Difficulty in Incorporating IPE Elements

Some teachers formalize IPE by mechanically adding fragmented moral education elements into the lecture to "complete the IPE task," neglecting the cultivation of pre-service teachers' moral awareness and their ability to respond to moral issues within the Chinese subject. In some cases, "course IPE" is equated with "political courses," leading to the dilution of the subject and failing to meet students' learning needs. This separation of knowledge and value logic causes students to be disengaged from professional courses and to develop aversion to IPE.

3.4. Teaching Evaluation: Lack of Moral Education Assessment, Imperfect Evaluation System

Traditional "Chinese Curriculum and Teaching Theory" courses often emphasize assessing pre-service teachers' professional knowledge and skills but lack specific standards and supervisory mechanisms for evaluating the effectiveness of IPE. Overemphasis on quantitative exam scores, ignoring qualitative assessment, makes IPE assessment an easily overlooked area in course evaluation.

4. IPE Teaching Path for "Chinese Curriculum and Teaching Theory" Based on SPOC

Based on the above analysis, the IPE teaching reform for "Chinese Curriculum and Teaching Theory" follows a "Research - Practice - Reflection - Research" approach. The SPOC-based research and teaching reform was implemented starting in 2019, spanning three academic

years, with each experiment lasting 16 weeks. Course reconstruction was implemented from course objectives, teaching models, course content, and teaching evaluation.

4.1. Establishing a "Five-Dimensional Course Objective" Incorporating IPE Elements

To address the issue of weak moral education awareness and the emphasis on knowledge over moral education, the reformed "Chinese Curriculum and Teaching Theory" integrates professional core knowledge and skills with moral education elements, based on the guidance of Xi Jinping's important discussions on education. These include the nature of teaching work and the "Four Good Teachers" standards.[2]The course was designed to integrate knowledge transmission, ability cultivation, and value guidance, forming a "Five-Dimensional Integrated" course objective. This objective emphasizes political stability, high moral standards, knowledge richness, solid theoretical foundation, practical skills, and innovation, providing a comprehensive framework for teacher education.

4.2. Constructing a Hybrid IPE Teaching Model Based on PBL Tasks

Specifically, the spatial scope of ideological and political education in courses should include the entire process before, during, and after class, any time and space related to course teaching both inside and outside the school, and any interaction related to course teaching both online and offline. [3] To enrich moral education methods, a targeted SPOC platform was created, drawing from the university's first-class online undergraduate courses in Jiangxi Province. Various IPE teaching activities were designed, constructing a blended IPE teaching model based on PBL tasks. The model included "online pre-class self-study," "flipped classroom internalization," and "post-class review and enhancement," ensuring that students actively engaged in "pre-class self-study," "classroom discussions," "team collaborations," and "post-class extension."

4.3. Designing Course Content Using Characteristic IPE Case Studies

Using the first section of Chapter 8 "Seminar on Famous Chinese Language Teachers in Primary and Secondary Schools," the course used a case study approach to examine the work of renowned teacher Dou Guimei. Students were introduced to "craftsmanship spirit" and "team awareness" through PBL methodology, engaging in discussions, and creating lesson plans infused with IPE elements.

4.4. Improving the IPE Teaching Evaluation System with "Full-Cycle Embedded Assessment"

To address the lack of moral education assessment, the reform introduced a "full-cycle embedded" evaluation mechanism. It integrated diagnostic and formative assessments throughout the teaching process, from pre-class learning tasks to in-class PBL activities and post-class assignments.

5. Conclusion and Reflection

After three years of exploration and practice in SPOC-based IPE teaching, the course has established a "Five-Dimensional Course Objective" incorporating IPE elements. The integration of knowledge, ability, and values has resonated with talent cultivation and IPE education. The blended teaching model based on PBL tasks and the "full-cycle embedded" evaluation mechanism have effectively enhanced IPE teaching. However, challenges remain, particularly in balancing the workload of SPOC tasks, which may impact learning outcomes. Teachers should adjust task loads appropriately to ensure high-quality IPE and contribute to the fundamental goal of moral education in basic education.

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