

Exploration on the Construction of Mixed Ideological and Political Teaching Mode of Law Course under the Background of MOOCs

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Abstract

Under the promotion of "Internet + education" and curriculum ideology and politics, the construction law course is a compulsory course for civil engineering majors, so it is necessary to reform its teaching mode to improve students' learning effect and comprehensive quality. This paper first discusses the exploration of the ideological and political mixed teaching mode of the construction law course under the background of MOOCs, and then, based on the theory, takes the knowledge point of "the quality responsibility of the construction unit" as an example, expounds the whole process of teaching design by using the MOOC-based mixed teaching mode, and explores and practices the ideological and political teaching of the construction law course. Finally, some problems need further reflection and exploration in this teaching mode.

Keywords

MOOC; Curriculum ideological and political; Mixed teaching; Flipped classroom; Construction law.

1. Introduction

As a compulsory course for civil engineering majors, the construction laws and regulations course aims to enable students to master the laws and regulations related to construction enterprises and construction. Improve students' ideological and political consciousness and the consciousness of construction according to law, cultivate their ability to analyze and solve practical problems with the knowledge of construction laws and regulations, improve students' legal literacy, and train qualified successors for the construction of the country. However, in actual teaching, due to the strong theoretical nature of laws and regulations, fewer teaching resources, and the single teaching mode of teachers, they can not really carry out ideological and moral education while imparts knowledge, can not mobilize students' interest and enthusiasm in learning laws and regulations, and can not really play the main role of students. As an emerging teaching medium, MOOC (Massive Open Online Course) has completely subverted the traditional teaching mode [1]. It can not only provide a large number of high-quality course resources and practical engineering cases for the study of this course, but also cultivate students' self-learning ability and improve their legal literacy. Establish the right values. At the same time, it can also be combined with flipped classroom to enable students to truly understand what they have learned and to think and discuss independently, which can greatly improve their learning initiative and improve their learning effect. In the learning process, teachers and students can also communicate and interact through a combination of online and offline methods to strengthen the learning content and promote the common progress of teachers and students.

In the context of the development trend of the information society, the characteristics of MOOCs, which span time and space, are open and large-scale favored by teachers and learners [2], and have also been widely applied to education and teaching practice and research. Ma Bin et al. put forward the blended teaching model in combination with the actual teaching situation of school

curriculum and confirmed the reform effect of blended teaching [3]. Guan Chen reformed the college English teaching model by combining MOOCs with flipped classrooms, which greatly improved classroom efficiency and promoted personalized teaching [4]. Based on the existing problems of ideological and political mixed teaching in colleges and universities, Dong Lijuan proposed the reform of mixed teaching mode guided by MOOCs [5]. Liu Peng et al. greatly improved students' enthusiasm and initiative in learning courses through the construction of the mixed mode of "golden class" of online and offline building regulations [6]. The application of MOOCs in teaching can give full play to its advantages of large scale and openness, but there are few researches on its application in the teaching of construction laws and regulations, and the ideological and political elements are not taken into account. At the same time, although some scholars have explored the ideological and political design of building law and law courses, such as Zheng Zhujun, who proposed to integrate ideological and political elements into the teaching process and initially explored the teaching design [7], they have not yet deeply explored the mode of applying MOOCs to the whole process of learning to carry out ideological and political teaching of courses, thus failing to improve students' participation and enthusiasm in the whole learning process. It can not promote effective discussion and communication between students and teachers.

This paper will combine the talent training objectives and course teaching objectives of applied colleges and universities to explore the construction of law curriculum ideological and political mixed teaching mode under the background of MOOCs.

2. The Construction of Law Curriculum Ideological and Political Mixed Teaching Mode Under The Background of MOOCs

The whole process of the design of the blended teaching mode includes determining the course objectives, pre-class preview and introduction, in-class teaching implementation, after-class interactive development, teaching reflection and evaluation.

When determining the curriculum objectives, the teaching objectives of the curriculum should be organically unified with the ideological and political education objectives, and ideological and moral education should be carried out for students in combination with the construction of legal knowledge and all aspects of teaching, so that students can improve their own quality while learning knowledge. The preview and introduction before class includes releasing the preview task, thinking and discussing and assigning the preview self-test task. In this process, we should pay attention to the guiding role of MOOCs, deepen students' understanding of knowledge points through MOOCs, guide students to establish legal concepts and form correct values through relevant case materials. Online free discussion and communication, students can fully express their own opinions and opinions, apply the knowledge to practice, get a sense of achievement, stimulate students' interest in learning, and cultivate students' ability to learn independently. At the same time, I will return to the course content, understand my weak grasp and confusion through the self-test, and communicate and discuss with the teacher in class. The teaching implementation in the class includes case introduction, classroom interaction, knowledge point extraction and classroom practice consolidation. The course content is introduced in the form of case discussion, and on the basis of students' pre-preparation, the face-to-face interaction between teachers and students is increased with the help of flipped classroom, so as to help students solve the questions encountered in the pre-preparation and focus on mastering the major and difficult points of the course. Under the inspiration of teachers, students are guided to think independently to acquire knowledge, cultivate their ability of independent learning, and at the same time, through on-site case discussions, students are more likely to stimulate their patriotism, understand the importance of legal construction, and enhance their sense of professional ethics. Finally, through classroom exercises, teachers can

know the students' knowledge in real time. After-class interactive development is to consolidate and supplement teaching knowledge. The use of MOOCs resources to acquire relevant knowledge can allow students to continue their learning after class. Teachers regularly recommend high-quality MOOCs videos to students, so that students' learning can be oriented. For students' homework problems and questions encountered in after-school learning, teachers can answer and interact online in QQ groups, so as to achieve a real closed-loop teaching and answer questions.

Teaching evaluation and reflection is an essential part of teachers' teaching, including finding problems, formulating and implementing improvement measures. According to the actual teaching effect and students' feedback and suggestions, teachers should formulate and implement improvement measures, timely adjust the teaching content and teaching methods, improve the teaching implementation process, and make the whole teaching process more dynamic and effective.

3. Practical Application of Teaching

Take the knowledge point of "the quality responsibility of the construction unit" in the construction engineering quality management system as an example to carry out the whole process of teaching design.

3.1. Determination of curriculum objectives: organic unity of teaching objectives and education objectives

3.1.1. Curriculum teaching objectives

(1) Knowledge exploration to master the quality responsibility of the construction unit in the construction; Master the minimum compulsory warranty scope and period of the construction unit; Understand the legal consequences of the construction unit's quality violations. (2) Capacity building Correctly understand the quality responsibility of construction units, strengthen legal awareness, and standardize professional behavior. (3) Quality cultivation Cultivate students' sense of responsibility, and cultivate students' work attitude of scientific rigor, seeking truth from facts, serious and responsible, abiding by laws and regulations. Through case teaching, students realize the importance of ensuring engineering quality and ensure the quality and safety of engineering projects in practice. Cultivate students' legal awareness, guide students to fully discuss some illegal behaviors, clarify their harm, and enable students to establish correct, reasonable and legal behavior.

3.1.2. Ideological and Political education goals

(1) Under the leadership of the Communist Party of China, generations of civil engineering people have carried on the past, forged ahead, and composed magnificent poems of great projects. One after another "wonders of the world" all mark that China's engineering construction design, construction and management technology has reached the world's leading level. With the implementation of the Belt and Road Initiative, China's civil engineering construction plays an irreplaceable role on the international stage. Through the display of the Belt and Road project video, stimulate students' national pride and cultivate students' patriotic feelings. (2) At present, with the increase in the number of construction projects in our country, the expansion of the scale and the increasing complexity of the structure, higher requirements are put forward for the quality of construction projects. The quality problem of the construction project is the main factor affecting the appearance and use function of the building. Once the quality problem of the construction project occurs, it may affect the use safety of the building structure slightly, and it may endanger people's property and life safety seriously. Through the study of this course, students can enhance their reverence for life, cultivate their meticulous, serious and responsible attitude, and improve their awareness of quality and responsibility. (3)

The existence of quality problems in construction projects will directly affect the life of the project and the use of functions, increase the amount of project maintenance, waste the country's financial, material and manpower, and bring difficulties to the use of units and people's lives. Therefore, the quality of construction projects is related to the life and property safety of the masses of people, and relevant practitioners must accept legal and regulatory education. Guide students to master the basic methods of solving engineering problems through legal means, master the requirements of quality responsibility, comprehensively train students' legal thinking and concept of rule of law, let the knowledge of laws and regulations become a standard for students to enter social work, educate students to strictly abide by the law in engineering practice and improve their legal awareness.

Through the relevant teaching content, ideological and political elements entry point and educational objectives, the curriculum objectives and ideological and political education objectives are organically integrated

3.2. Pre-class preview and introduction: Multi-dimensional preview to enhance learning interest

Teachers publish preview notice through the rain classroom platform, assign learning tasks, students first self-study, then group discussion. Students should complete the task of preview before class and identify the problems existing in preview. (1) Watch MOOCs videos (2) Find out the cases of construction engineering quality safety accidents by themselves. (3) Thinking and discussing: ① What is the focus of this lesson? ② What are the reasons that led to the occurrence of quality accidents in the case? In addition to the quality responsibility of the construction unit for the implementation of the project, which other units should bear the corresponding responsibility for quality? ④ Due to the quality accident caused by the construction unit, what legal consequences will it bear? (4) In order to ensure the quality of preview, students also need to participate in the preview self-test (multiple choice). In this process, students can learn independently, understand their weak parts of knowledge and problems encountered in learning, communicate with teachers in class with problems, expand learning time and space, and enhance learning interest.

3.3. Teaching implementation in Lesson: Flexible use of a variety of teaching methods to break through the key and difficult points

3.3.1. Introduction of courses

For the cases in MOOCs during the preview, do a brief review in class, and show cases 1, 2 and 3 with pictures and PPT through multimedia. (1) Case 1: Video of major international cooperation projects of the "Belt and Road" inspired students' national pride. Self-confidence, cultivate students' patriotic feelings. (2) Case 2: The massive collapse of Tuojiang Bridge in Fenghuang County, Xiangxi Autonomous Prefecture, Hunan Province, enhanced students' reverence for life, cultivated their meticulous, serious and responsible attitude, and improved their awareness of responsibility and the rule of law. The responsibility analysis of the construction unit in the whole accident: the project management department arbitrarily changed the original construction plan of the main arch circle, the site management was chaotic, the illegal use of materials and stones, the construction of the main arch circle did not meet the requirements of the code, and the construction work began when the main arch circle did not reach the design strength. Because the construction unit has not implemented the quality responsibility, which leads to the occurrence of the tragedy, then in the implementation of the project, what quality responsibility should the construction unit bear? What are the legal consequences of violating the quality responsibility? (3) Case 3: The world's famous "tofu slag" project (video) The Jharkhand dam in India, the Sampoong Department store in South Korea, the Sava District building in Bangladesh, and the No.7 building of Lotus Riverside Jingyuan in

Shanghai collapsed due to quality problems, causing a large number of casualties and heavy economic losses.

3.3.2. Classroom interaction + Flipped classroom

(1) According to the video preview of the "Belt and Road" major engineering projects before class, the teacher let the students talk about their impressions, national pride as a Chinese, and stimulate the students' national confidence, cohesion and patriotic feelings. (2) Combined with the problems raised in case 2, explain the quality responsibilities of the construction unit, focus on the specific quality responsibilities, and the quality warranty responsibilities after the completion of the construction, so as to improve students' awareness of responsibility. (3) Through Case 3, let students realize that the construction unit should bear important quality responsibilities in the construction, and bear serious consequences and legal liabilities in the event of quality accidents. By asking what legal responsibilities should be borne, let students realize the importance of ensuring project quality and strengthen their awareness of quality management. (4) Students discuss, flipped classroom to check the effect of students' preview, and students are grouped to point out what legal consequences the construction unit should bear for violating the quality responsibility obligation? Teachers make comments. In this process, it is emphasized that as a civil worker, we should strictly abide by laws and regulations, so that students can establish correct, reasonable and legal construction behavior, and always tighten the string of law. Comprehensively cultivate students' legal concept and legal consciousness. (5) According to the discussion and explanation of students, the teacher summarizes the relevant knowledge points of the course and writes on the board.

3.3.3. Classroom exercises

Teacher can consolidate students' mastery of knowledge through single choice, multiple choice and case study in classroom exercises.

3.3.4. Class Summary

(1) The teacher summarized the general situation and important knowledge points of the class. (2) Communicate with students about their feelings about this class, and focus on listening to what students have gained from this class.

3.4. After-school interactive development: multi-level consolidation and strengthening

3.4.1. Communicate with multimedia

Use the rain class platform and class QQ group to strengthen communication with students and answer questions after class.

3.4.2. Extracurricular Development

(1) Consolidate and expand knowledge points. Students are encouraged to view the high-quality video resources of this course through MOOC platforms such as "China University MOOC", "MOOC" Institute, "Yihuixue" and other MOOC platforms. (2) Use the "Rain Class" platform to publish homework, so that students can complete homework on time, and Rain class will give answers immediately. Further check the students' knowledge and make up for the gaps. (3) Guide the students to communicate with the teacher in time for the problems they do not understand in the homework, and the teacher will give a unified explanation in class for the places where students make a lot of mistakes. (4) Initiate thematic discussions and answer questions about the course on the Internet, recommend high-quality MOOCs videos to students regularly, broaden their knowledge horizons, further promote teacher-student interaction and student-student interaction, and enhance students' awareness of the rule of law.

Through after-class assessment and development, students are allowed to practice and consolidate knowledge points differently according to their actual ability level, and layered

assessment and strengthening knowledge points are carried out. Teachers analyze students' mastery through background monitoring, timely and targeted multi-level guidance, and prepare for the next class.

3.5. Teaching Evaluation and reflection

Accurately grasp students' learning and moral status through communication and interaction with students, chapter tests, periodic tests and other process materials, focus on the weak points of students, and continue to consolidate and strengthen in the future teaching; Earnestly and humbly listen to the opinions of students, constantly improve the education and teaching process, improve the professional ability and ideological level of teachers, and strengthen the study guidance, personality guidance, life guidance and career guidance for students, so as to make common progress.

4. Exploration and Reflection

Under the background of MOOCS, the construction of law course ideological and political teaching mode makes teachers bid farewell to the traditional teaching mode, make full use of a variety of teaching methods and information teaching means, carry out reasonable teaching, and diversify teaching forms. At the same time, ideological and political elements are integrated to achieve the organic unity of teaching goals and ideological and political goals. In teaching practice, the following aspects need to be explored and reflected:

(1) Flipped classroom has high requirements for students' self-learning ability. Due to the differences among students, if students do not effectively preview and truly think about course knowledge points, they will not be able to have profound communication and exchange with teachers in class. Therefore, flipped classroom is not suitable for all teaching contents. Teachers should determine whether the flipped classroom teaching mode is suitable according to the difficulty of the teaching content. At the same time, it is necessary to combine students' knowledge and experience level, carefully produce or select MOOCs content that conforms to students' cognitive ability, and give students certain guidance combined with teaching content. (2) Focus on strengthening teacher-student interaction. Teaching is not a process of teachers teaching and students learning, but a process of teacher-student communication, active interaction and common development. Teachers should give full play to the role of guides and effectively communicate with students. Teachers should pay attention to improving their questioning skills, avoid meaningless questions, ask questions in stimulating and diversified forms, guide students to think independently, leave room for thinking, and enable students to explore new knowledge step by step. At the same time, teachers should give feedback and evaluation to students' answers in time, and give encouragement to cultivate students' interest in learning. (3) The form of work should be diversified, and it should have a typical significance and the role of drawing lessons from one example to another, and avoid tedious repetitive exercises. Make students consolidate knowledge points through homework, and carry on some thinking and development. (4) To conduct ideological education for students in combination with course cases, it is necessary to pay attention to stimulating students' true feelings, make students identify from the heart, pay attention to the feedback of students' true feelings, stimulate students' enthusiasm to accept ideological and political education, truly improve their own cognitive, emotional and will quality and develop good behavior habits, and comprehensively improve their own quality.

5. Conclusion

The blended teaching mode, which combines MOOCs resources of building laws and regulations with curriculum ideology and politics and flipped classroom, will promote further reform of

teaching methods of building laws and regulations, effectively improve students' self-learning awareness and ability, strengthen teachers' classroom supervision and after-class interaction, cultivate students' good habits of independent thinking, and enhance their ability of cooperation and communication. By increasing students' participation in the content taught before, during and after class, the teaching changes from a single classroom center to a student-centered one, fully arouses students' interest in learning, and continuously enhances their enthusiasm for learning. At the same time, it is also conducive to improving students' application ability of information technology, broadening their knowledge horizons, and constantly improving their professional knowledge and ideological morality in the interaction and communication between teachers and students. But under the background of MOOCS, the ideological and political blended teaching mode of the construction law course still needs to be explored and deepened in combination with teaching practice, so as to gradually form a perfect mixed teaching system and improve the teaching quality of the construction law course.

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