

A Study on Multi-dimensional Interactive Teaching Mode in Ideology and Politics Course in Universities

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Abstract—Ideology and politics course in universities is the main approach and channel to improve their ideological cultivation and political awareness. However, in the new era, the traditional teaching concepts and methods adopted in ideology and politics course in universities cannot adapt to the demands in the new situation. Multi-dimensional interactive teaching mode enhances the university students' participation and learning interests through multi-media methodology, social activities, etc. It also improves the teaching effect and comprehensive education level through the interactions with teachers. Moreover, the new mode evaluates the university students' scores objectively and comprehensively through the innovative appraisal system.

Keywords—*ideology and politics course; multi-dimensional interaction; teaching mode*

I. INTRODUCTION

Ideology and politics course in universities is the main approach and channel to improve their ideological cultivation and political awareness. It targets at the overall development of university students. It undertakes the task of cultivating students' scientific outlook, ideals and beliefs all the time. However, in the new era, the teaching concepts and methods of the ideology and politics course in universities cannot adapt to the new situation any more. It lacks innovation with poor effectiveness. Moreover, students' interests in ideology and politics course have reduced. They simply regard it as one method to get the credit. Therefore, the exploration into the reformative mode of ideology and politics course in universities must be carried out so as to improve its effectiveness and construct it into one high-quality course that wins students' favor and benefits them. Modern Psychology believes that multi-way communication has more remarkable effects compared with one-way and two-way communication. In addition, it can give play to the potential of exerting mutual effects at maximum. As a result, using "Multi-dimensional Interaction Theory" as the starting point to design the teaching method is one tendency of modern teaching method reform as well as one effective approach to overcoming the predicament of low effectiveness in ideology and politics course in universities. In this way, the students can have a new understanding of the importance of ideology and politics course learning. In addition, their interest in the course can also be stimulated.

II. ANALYSIS ON THE STATUS QUO AND PROBLEMS OF IDEOLOGY AND POLITICS COURSE EDUCATION IN UNIVERSITIES IN CHINA

Chinese government is always focusing on ideology and politics course teaching as well as requiring accelerating teaching reform and improving the quality of ideology and politics course teaching. In recent years, domestic universities have carried out reform of ideology and politics course teaching successively and achieved certain periodical results. However, compared with the requirements put forward by the government, the actual effects are not remarkable. The deficiencies mainly include:

A. Scarcity of professional teachers; poor effects of combined class teaching

At present, China treats ideology and politics class as one required common education course for university students. The course is set up for all the undergraduates and junior college students. Due to the requirement on the adequacy of class hours, several classes are often gathered together in one classroom, i.e., "combined class teaching". Such a teaching method often has a poor quality. Despite this, ideology and politics course teaching in domestic universities still has one common problem, i.e., "high students-to-teachers ratio". The faculty team for ideology and politics course cannot satisfy the teaching demands. Some universities even appoint the cadres in charge of party and politics affairs and tutors in charge of students' work to teach ideology and politics course in order to solve the lack of teachers in ideology and politics course. However, the cadres and tutors are always incompetent. They are overburdened. Besides, their professional quality is not high with weak theoretical foundation in ideology and politics. Therefore, the teaching effect is quite poor.

B. Need for updating the concepts of ideology and politics teachers

The researches carried out by domestic and foreign educators indicate that the main reasons of poor teaching effects of ideology and politics course are due to the dullness of teaching methods, singleness of teaching mode and the inability to adapt to the current teaching demands. Most teachers do not construct university students' outlook and

ideals. Instead, they merely regard ideology and politics class as one teaching task. The spoon-fed teaching takes up a large proportion in class teaching. Teachers are not willing to carry out class interactions with university students. They do not stimulate students' initiatives and willingness in learning. At the same time, the faculty team of ideology and politics education has a low professionalism. For a long time, the status of positions related to ideology and politics education is not high; and the salary is low. In addition, full-time teachers are reluctant to enhance the training and updating of specific theories and quality. As a consequence, the construction of full-time teachers is quite backward. A high-quality and effective ideology and politics education is not available.

C. Students are passive or learning-wearied.

The effects of ideology and politics education depend on whether the education receivers are subjective or not. In ideology and politics education, university students take a dual identity. They are both education objects and main body. However, they do not demonstrate explicit wills of accepting ideology and politics education. There is a lack of receivers' participation and cooperation awareness in some activities. In addition, the students' consciousness of selecting, commenting and practicing ideology and politics education is weak

Some students think that what is taught in ideology and politics course strays far from the reality. The theories are beyond reach. Therefore, they merely regard the course as one method to get credits. The inappropriate cognition in their mind results in their reluctance to make reflections, laziness in cooperation, failure in discussions and opinion statement. Thus, it is quite difficult to realize multi-dimensional interactive teaching mode in class.

D. Ideology and politics educational concepts in universities are biased.

For a long time, China's ideology and politics education develops with social needs. It pays great attention to whatever society requires for, but ignores the nature of moral education – focus on human beings and human nature. There is no guidance on gradual and progressive education.

Ideology and politics education has been disconnected with other links in school education and separated from other discipline education, which causes that ideology and politics education strays far away from other educational practices and students' life. Even the ideology and politics itself also disconnects from daily moral education as well as ideology and politics course teaching and hinders ideology and politics education from constituting comprehensive connection.

In ideology and politics course teaching, it still inherits the method of using examination papers to appraise the effects of ideology and politics education. Therefore, knowledge-based examination and behavioral evaluation “disconnect” from each other. This method for intelligence education leads to the phenomenon that some students achieve high scores in theoretical examinations but demonstrate quite bad behaviors in fact. Therefore, a “dual personality” that words are inconsistent with behaviors arises

At present, the major problem of China's moral education method is the tendency toward formalism. The moral education is inclined to instilling political and moral knowledge to students through class teaching. However, it is not good at integrating moral education into human culture-, society- and nature-related courses. There is too attention on theories and a lack of in-depth, exquisite and pertinent focus on moral education. Besides, too many administrative approaches are applied to regulate students' behaviors. In terms of ideology and politics course teaching, there is an absence of collective opinions and cultural atmosphere to cultivate the students. Besides, the educators tend to put forward various demands on students on a high status. They are not able to conduct some profound psychological analysis from the students' perspective and guide students with the method of mental consultation.

Need for constructing a scientific system for ideology and politics education. The design of the contents is too ideal. In terms of the contents of ideology and politics course, the requirements on the design are too high, haste and ideal, which exceed the social growth and physical and mental development of youth. Consequently, the contents lack the basis of the real life and human nature. The result is that education simply remains at the superficial level. It is merely a form and dull didactic teaching, passively accepted by students. The contents in ideology and politics education change too frequently and quickly. Some basic theoretical ideas and scientific approaches to understand new things do not penetrate into the whole contents, which definitely result in the disconnection and superficiality of the education contents without theoretical premises, a solid foundation of guiding ideas and the due profundity and depth. Some contents are too old-fashioned. Besides, the common moral concepts (such as efficacy, fairness, equality, competition, etc.) cannot be recognized and publicized in time.

The teaching education ignores the importance of setting corresponding contents and executing education stage by stage and layer by layer according to the students' cognitive foundation, morality, education degree, acceptability and so on. From primary schools, middle schools to universities, no gradual sequence of the contents is available. Besides, repetition, disorder and reversal of contents often arise. There is a lack of comprehensive linkage, which goes against the basic pattern of ideology and politics teaching and the regularity of students' psychological development. As a result, when designing ideology and politics teaching manuals, the textbooks should include some basic contents, such as traditional morality, civilians' ethics, patriotism, hard work and so on. In addition, the textbooks should also include guiding contents which focus on ideological theories, ideals & beliefs, ethnical spirit and the like as well as some timeliness-oriented contents based on honesty, trustworthiness, mental health, innovation, eco-morality, awareness of national defense and so on. In addition, the teaching materials should consolidate the basic contents, enhance guiding contents and extend timeliness-oriented contents.

III. EXPLORE INTO THE EFFECTIVE TEACHING MODE AND STRENGTHEN THE ACTUAL EFFECTS OF IDEOLOGY AND POLITICS COURSE

“Multi-dimensional interactive” teaching mode improves the method of ideology and politics course teaching. It refers to one new teaching mode that promotes the emotional harmony between teachers and students and intensifies students’ cognition through changing the previous mode of “teacher dominance” and students’ singular and passive acceptance of knowledge, enhancing the adequate interactions and communications between students and teachers with multiple senses and guiding students to practice manually, observe surrounding things visually, expressing themselves orally and perceiving what they have learnt with their intelligence. The new teaching mode requires that teachers should highlight students’ status as a main part in the teaching process. Students are the center; they should be endowed with the initiative to “learn” and be the core part in the teaching process. In addition, the new mode proposes that students should actively participate into the teaching process actively, engaging in explorations actively, reflecting actively and practicing actively. In the whole education process, the interactions between students and teachers, between students and students as well as between students and the surrounding environment should be carried out. Therefore, the students’ cognition and development can be improved continuously.

IV. ACTIONS FOR INNOVATIVE “MULTI-DIMENSIONAL INTERACTIVE” TEACHING METHOD

A. Innovative class teaching

1) Multi-media teaching method.

Because several classes are combined in ideology and politics teaching in universities; and there are many students, the traditional teaching mode has multiple shortcomings, such as the students sitting at back seats cannot see the blackboard clearly or hear what the teacher is talking about, etc. All these will affect the teaching result. In order to solve the problems, the teachers can use projector, computer, loudspeaker and other teaching tools; they can also make some PPT for the dull theories. They can present the contents in the form of words, sound, images, flash, video and so on to the students so that they can know the emphasis. With the combination of words and pictures, sound and video as well as the abundant multi-media PPT, the students’ attention and learning interest will be greatly stimulated. Considering the great effectiveness and pertinence of theories of ideology and politics course, teachers can add some updated news or collect the latest data, video and the like, and organize students to discuss some social hotspots consciously. Therefore, the students can know the latest information under the help of multi-media tools. Besides, they can combine theories together with reality, which enhances their awareness of social responsibilities. This method, on the one hand, expands class capacity; on the other hand, it transforms the singular “teacher dominance” teaching method into multi-dimensional interactions as well as expands the interactive space and approached between students and teachers. Correspondingly, the teaching effect is also obviously improved.

2) Case-discussion class teaching

Case-discussion is a kind of open, cooperative and interactive method which both teachers and students take part in and explore into the problem or difficult situation together. In ideology and politics theoretical class teaching, teachers can apply some typical cases and integrate the profound ideological and political theories into various specific cases. Educators can carry out teaching in the method of analysis, discussion and so on. Teachers can select some cases and set the questions exquisitely for the purpose of guiding university students’ observation, contemplation on some realistic problems, analyzing problems independently, discussing and cooperating with others to solve their doubts. In addition, the university students can select the typical cases themselves, analyze and solve the problems independently. In this way, they can hone their cognition of theories, comprehension of theories comprehensively and their ability of practical theoretical application. At the same time, the method can enhance their activeness and initiative in participating into learning.

B. Expand extracurricular interactions

In order to enhance the effects of ideology and politics course teaching, boost the communication with university students and solve their doubts in time, the ideology and politics teachers should organize the students to take part in social practice and social investigation during after-school time. In this way, they can extend theoretical teaching of ideology and politics theories beyond classes. In addition, there are a large number of students in the “combined class”; and the teaching time is limited. Teachers cannot get in touch with all the students. Therefore, they cannot answer all the students’ doubts. As a result, the teachers should make use of extracurricular time, apply advanced communication and information technology, organize students to solve their doubts, communicate with each other and carry out discussions through messages, E-mail, QQ, MSN, BBS and other tools. In addition, the teachers can instruct the students to conduct various competitions related to humanities and social sciences, such as debates, writing competitions, various theoretical seminars and so on. As a result, teacher-and-student, student-and-student and man-and-machine cross-space interactions are formed.

C. Form a joint force; coordinate linkage and integrate innovation.

The traditional mode of “teachers’ independent lesson-planning and lesson-teaching” should be broken so as to realize the interaction among different course systems and further formulate the trend of overall linkage. In this way, teacher-and-teacher interactions can be realized, i.e., effective collaborative teaching activities among teachers can serve as the carrier. The teachers can organize lesson explanation, lesson participation, lesson evaluation, collective lesson-planning and exploration as well as collective problem-solving. The educators should carry out in-depth analysis on each textbook chapter by chapter, focus on the key points and solve the problems one by one. These collective teaching activities can promote the educators’ teaching concepts and their collective teaching level as well. In addition, the teachers can form one joint force. They can be consultants, coordinators, cooperators and suggestion-providers

for each other so that they can complement each other in terms of the deficiencies and advantages as well.

In addition, the teachers' specialties should be given into full play. They can carry out task distribution in chapters or themes. Each teacher can prepare for the lessons, collect relevant materials and make PPT. Finally, the team can form a joint force and integrate the shared resources, which both save the teachers' labor and promote the working efficiency.

D. Innovative multi-dimensional evaluation system

First of all, the traditional appraisal method that the final examination decides the general score should be abandoned. The ideology and politics teachers should construct various appraisal standard systems, such as debates, discussion, case analysis, etc. With these methods, the students can exercise their language expression ability on the one hand. On the other hand, they can improve their political and theoretical level and get credits. Furthermore, they can stimulate the students' initiatives in participating into in-class and after-class activities associated with ideology and politics course. Second, the reformed score appraisal method can increase the weight of the scores class performances and reduce the proportion of the final examination's score. Besides, reforming the previous singular evaluation subject can make it more diverse. In addition, combining teachers' evaluation, self-evaluation, group evaluation and class evaluation can highlight the comprehensiveness, dynamism and procedure-inclination of the evaluation. Finally, the examination method should be reformed. It should be transformed from the previous singular closed examination method to the combination of both open and closed examination method as well as the combination of oral and written examination method, etc.

V. INNOVATION AND PROSPECTS

A. Multi-dimensional interactive teaching mode is helpful to stimulating students' initiatives and improving the effectiveness of ideology and politics course.

From the perspective of the essence of nature, the realization of its effects is inherent rather than external. Only through the educators' external integration of the external knowledge injection can they make some results. Therefore, the ideology and politics course is never one-sided knowledge instilling. Instead, it should be an effective interaction between teaching and learning. The mere independence on teachers' teaching cannot achieve the effects of "injecting political theories and beliefs into students' brains". In the process of combined-class teaching, the students' participation and interactions will achieve poorer results. To implement the innovative multi-dimensional interactive teaching method is one teaching mode to enhance the effectiveness of ideology and politics course. This method can help motivate students' activeness and initiatives.

B. Multi-dimensional interactive teaching mode can help establish a harmonious relationship between teachers and students.

Modern education beliefs and successful education practices indicate that in order to improve learning efficiency, the teachers must fully stimulate and motivate students' awareness of subjectivity and participation. At the same time, one harmonious relationship between teachers and students must be established. In ideology and politics course teaching, multiple interactive teaching methods must be implemented so that the teachers and students can be included into different interactive scenarios. They can well communicate with each other mentally. Their emotions can also be sublimated. With the harmonious relationship, the class teaching will definitely achieve a better result.

C. Challenges on practice

There is no fixed method in teaching. Although "multi-dimensional interactive" teaching mode plays an active role in improving the effectiveness of ideology and politics course in universities, it cannot achieve immediate results in the process of spreading and application. Or, in the new tentative trials, various deficiencies cannot be avoided, which may deprive the practitioners' confidence on continuing teaching reforms. They may have an emotion of flinching at difficulties. Therefore, when multi-dimensional interactive teaching mode is launched, continuous practice, bold explorations and timely conclusions are required. The ideology and politics course teachers must carry out active reflections, exquisite designs and continuous innovations, optimize teaching plans constantly, facilitate reforms of teaching methods and construct the ideology and politics course in universities into one high-quality one which wins the students' favor and benefits the students for a life time.

VI. CONCLUSIONS

Improving the effectiveness of ideology and politics course teaching is one hard task. Pertinent to the status quo of the low effectiveness in ideology and politics course teaching, the multi-dimensional interactive teaching mode should be launched; multi-media teaching methods, case discussion methods and so on should be adopted. The university students' initiatives in participation can help form a sound and interactive dynamic class teaching system and promote the unified perfection of teaching and learning. Besides, the initiatives can also improve university students' various practical abilities and enhance their ideological and political quality. As a result, the effectiveness of ideology and politics course can be improved. The course can also realize the purpose of providing superior education on students.

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