



# Study on the Application of O2O Teaching Model in Ideological and Political Course in Colleges and Universities

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## Abstract

O2O teaching model has been gradually applied to ideological and political classes in colleges and universities, and its advantages of process evaluation are very prominent. The diversity of evaluation content, flexibility of evaluation form and complexity of evaluation environment can play a role in fully paying attention to students' emotional development. In the process of practical application, it can comprehensively evaluate the influence of teachers' teaching ability on ideological and political theory courses in colleges and universities, and more accurately evaluate the popularity of ideological and political theory courses in colleges and universities. In order to further investigate and summarize ideological and political courses, this paper launches the application of O2O teaching mode in ideological and political courses in colleges and universities.

**Keywords:** *ideological and political education; O2O teaching method; colleges and universities*

## 1 INTRODUCTION

O2O teaching mode is a new application teaching mode. O2O teaching uses the rapid development of Internet technology to combine classroom teaching with scientific and reasonable teaching activities. Its application forms include flipping, MOOC combined with face-to-face teaching, SPOC classroom application, etc. This article analyzes the new trend of combining MOOC in O2O, and proposes how to practice combined extensive reading on MOOC online. Applying big data analysis technology to the learning process of O2O Flipped classroom, big data analysis technology can give full play to its own advantages and evaluate the learning dynamics and emotional changes of learners. In the O2O

teaching mode, the difference between "online" and "offline" not only refers to the change in the form of acquiring learning resources, but more to the change of the whole teaching mode. The emergence of process evaluation in O2O teaching mode makes it possible for us. When students learn offline, their awareness of autonomous learning is constantly enhanced. When they encounter problems that they cannot solve by themselves, they can discuss with teachers through group discussions or communicate with teachers. As far as students are concerned, they can not only improve the efficiency of learning, but also improve the quality of learning. As shown in Figure 1, students are making continuous progress towards the goal of teaching technology requirements.

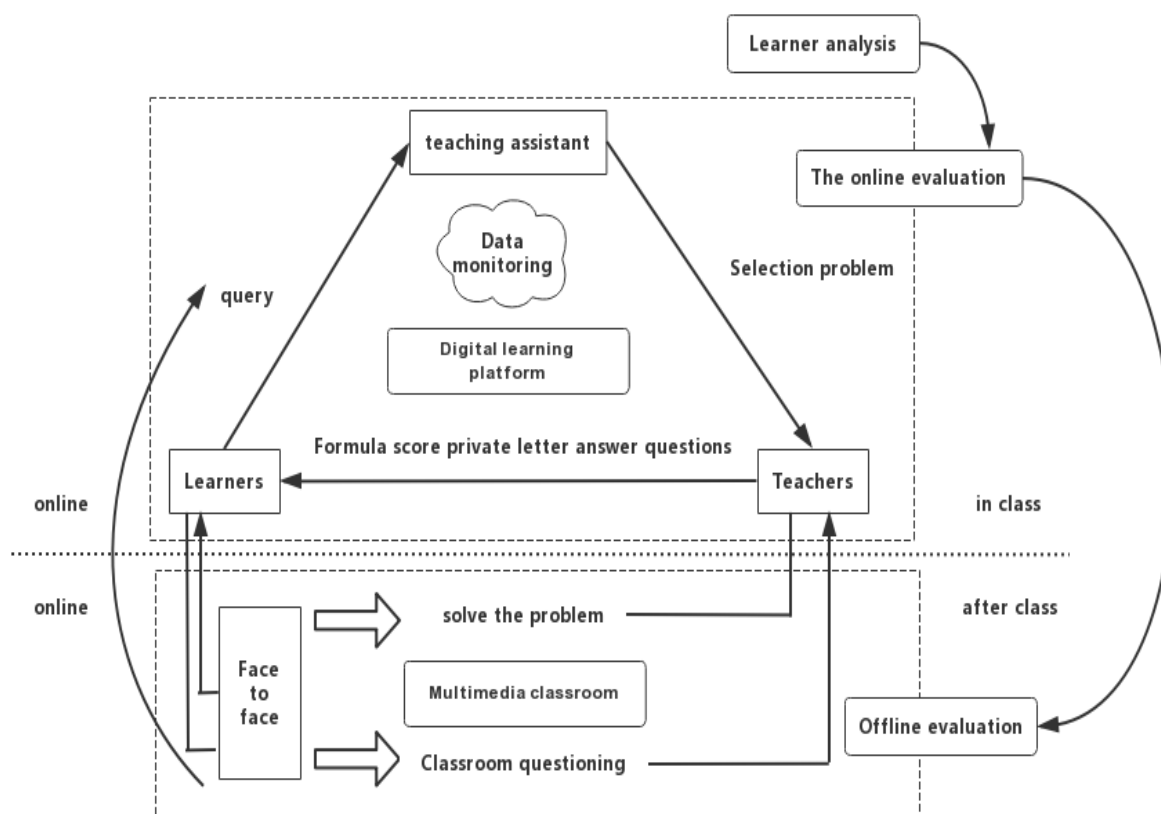


Figure 1: O2O education model

## 2 EMPIRICAL INVESTIGATION

### 2.1 Research Objects

For real and objective reflects the O2O education mode in the teaching status quo of contemporary college students political education courses and teaching effect, the author randomly the in-service teacher, counselor, and colleges and universities thought politics theory class teacher has carried on the QQ online interview [10], in the case of all respondents actively cooperate with, this a total of 650 copies of questionnaires, including back 624 questionnaires, of which 593 valid, 31 is invalid. This research experiment steps as shown in figure 2, the first design the teaching process, before the start of the course to understand students' ability of learning assembly

language, in order to test group divided into two parts, that in comparative classes and experimental classes, procedural O2O teaching pattern for experimental class students evaluation model, and according to the experimental situation learners can be divided into three categories: learners of learners of class A and class B and class C learner [9], and integrated the three kinds of dynamic data in the learning process, learners through O2O teaching process evaluation, complete data collection; At the same time, the control group of learners to make the traditional summative evaluation, complete the corresponding data collection; The data of the two groups were analyzed to objectively evaluate learners' learning enthusiasm and performance, and finally the corresponding conclusions were drawn [11].

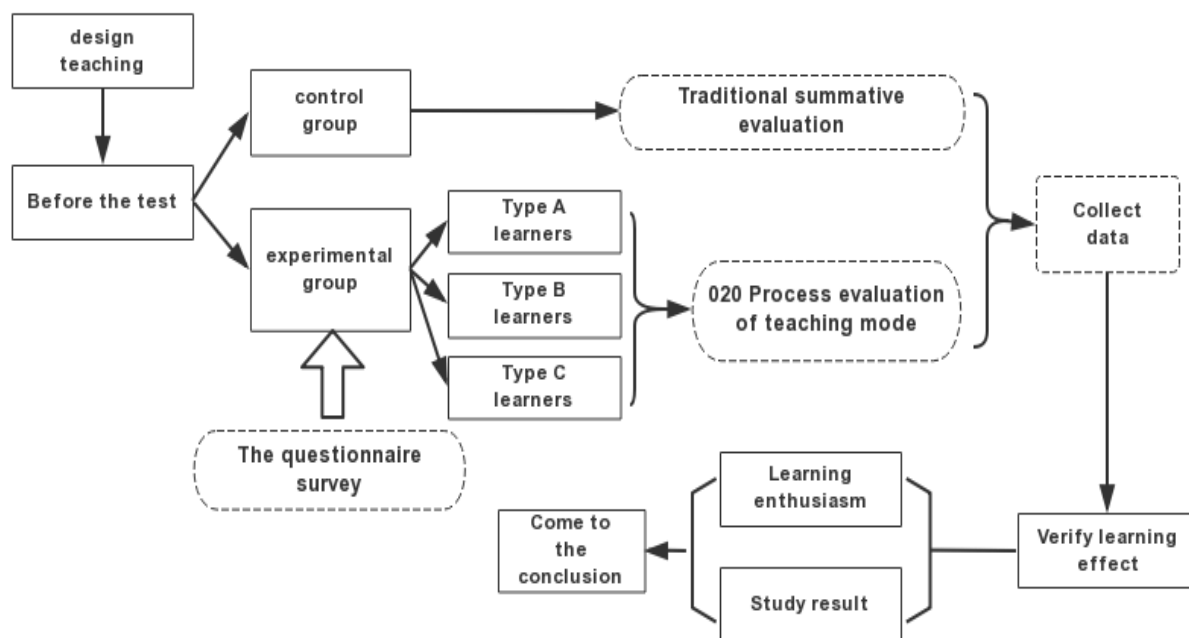


Figure 2: Experimental design drawing

## 2.2 Data Processing

In this study, the author used the questionnaire star platform to manually input paper questionnaires and teacher interviews, and then conducted statistical analysis of the data [8].

## 2.3 Analysis of survey results

Therefore, combined with the characteristics of 020 teaching mode, a composite four-dimensional process evaluation model is designed with two dimensions before and after and four equal Spaces. For each dimension, both online and offline are involved in the evaluation [7]. The model is divided into two parts by the vertical section of the cube. The front part represents the offline environmental factors and the back part represents the online environmental factors. Both of them jointly participate in the evaluation content under the four dimensions [1].

Based on the assumption of participation, the data of interactive teacher-student interaction, adaptive learners and satisfaction, the convenience of issuing questionnaires on the platform was utilized. Just like the adaptive survey method, the method of issuing

questionnaires on course learning satisfaction for learners at the end of the semester was adopted. It mainly focuses on the content of learning resources and learning environment provided by learners, learning methods and effective interaction, convenience and efficiency, etc. To sum up, this study conducts a process evaluation on learners' learning in 020 teaching mode from four dimensions of participation [2], interaction, adaptability and satisfaction. It is expected that the teaching mode can be improved through the obtained evaluation results, so as to be suitable for different types of learners to conduct effective learning. Combined with the factors affecting the 020 teaching effect and four dimensions, the process evaluation model under the 020 teaching mode is presented [3].

The three evaluation subjects of learners are evaluated according to their online and offline learning performance. Firstly, specific contents of the process evaluation are given according to the dimensions of the evaluation model, and secondly, contents of personalized evaluation feedback are given according to the classification of learners [5]. The evaluation content of participation and interaction is calculated from the collected data, with a full score of 5. Table 1 ,2 shows the relevant evaluation content.

Table 1: Evaluation dimension analysis

Evaluation dimensions	Evaluation content	Evaluation of the environment	Evaluation standard
Participatory	① Number of digital platform logins(A1)	Online	$A=(A1+A2+A3+A4+A5)/5*0.8+(A6+A7)/2*0.2$
	② Number of forum entries(A2)		
	③ The number of times the coursework is submitted on time(A3)		
	④ The number of times relevant questionnaires were completed(A4)		
	⑤ The online time(A5)		
	⑥ Offline through class attendance(A6) Ask questions and solve them in the digital learning forum	Offline	
	⑥ Number of presentations in class(A7)		
Interactive	⑦ The number of times you read the material(C1)	Online	$C=(C1+C2+C3)/3$
	⑧ The number of times you initiate a discussion(C2)		
	⑨ Number of posts in the forum(C3)		
	⑩ The number of classroom interactions with the teacher(C4)	Offline	

Table 2: Evaluation dimension 2

The evaluation index	Evaluation content	5 very important	4 Important	3 General	2 Is not important	1 It's not important
Digital platform	① Degree of digital platform mastery					

	②Ask questions and solve them in the discussion area					
	③Interact frequently with teachers and teaching assistants					
	④A certain amount of self-discipline when using the Internet for learning					
Learning methods	⑤Ability to relate old and new knowledge points					
	⑥Strong enthusiasm and motivation for learning					
	⑦Teachers and teaching assistants provide timely feedback to learners					
	⑧The awareness and ability to translate into learning plans					
teaching arrangement	⑨020 Learning interest and enthusiasm					
	⑩Process evaluation focuses on objectivity and					

	comprehensiveness					
	①Use non-class time effectively					
	②The proportion of the final individual achievement					

### 3 RESULT ANALYSIS

The reasons for this are as follows : (1) the reference data collected by the platform is not comprehensive enough. Although the platform can quickly collect the relevant data of participation [12], it fails to make good statistics on the interaction of offline data. (2) Some students have strong autonomous learning ability [4]. Although they participate in the learning of the platform and enhance their participation, they are used to learning on their own and seldom discuss with other students or teachers, which results in less interactive data and forms a great contrast with their participation. (3) Adaptability In the middle of a semester, it is found that learners who have basically participated in a semester can adapt well and accept it. (4) In the process of the experiment, because the students had already known the evaluation index in advance, the students paid special attention to the performance of the evaluation index in the whole experiment process, so the experimental results showed that the performance in learning enthusiasm, grades and other aspects was relatively outstanding [6].

### 4 CONCLUSION

In this study, the 020 teaching process evaluation model based on the digital platform is designed through experiments, and the overall results are ideal. The process is designed with online evaluation. With the help of laboratory construction, the two platforms of the class can monitor online learning, provide a variety of evaluation reference data for students' learning status, and provide a basis for the implementation of scientific and objective evaluation. At the same time, learners can get the guidance of teachers from the digital platform, urge learners to form good learning habits, stimulate or maintain learning passion, so as to improve learning efficiency.

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