Practical research on teaching reform of media majors based on the concept of "Curriculum Ideological and Political Education"

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Abstract. This study examines the impact of teaching reform in media majors using the new media operation and management course as a case study, based on the educational concept of "Curriculum Ideological and Political Education". The study included undergraduate students majoring in web and new media from the class of 2021 as research subjects and divided them into experimental and control groups. The control group followed the traditional teaching method, while the experimental group incorporated the concept of "Curriculum Ideological and Political Education" by integrating Civics elements into the specific teaching content and implementing a comprehensive design. At the end of the semester, the overall quality of students in both groups was assessed. The results indicated that the experimental group achieved higher scores than the control group in terms of professional performance, basic personal quality, and developmental quality assessment. Consequently, the teaching reform of media courses, guided by the concept of "Curriculum Ideological and Political Education", can enhance students' understanding of professional theories and practices, and improve their overall quality.

Keywords: Curriculum Ideological and Political Education, media majors, teaching reform, practice evaluation

1   Introduction

At the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping emphasized the need to make full use of classroom teaching as the main modality, while focusing on the synergy between various types of courses and ideological and political courses [1].

The media career has the important task of supervising all aspects of society, passing on culture, and educating audiences. Given the special nature of the media profession, media students must have good cultural literacy, legal awareness, moral cultivation, political identity, and family sentiment [2]. Therefore, it is important to establish and implement ideological and political education reform of the curriculum.

In recent years, the national universities have actively carried out the construction of "curriculum ideological and political education". Our university has launched the quality project of teaching reform of "curriculum ideological and political education", in which media majors are in the pioneering position. Through the construction of "curriculum ideological and political education" demonstration class, the overall ideological and political design of each class and the whole teaching process have achieved certain results. This paper takes the course "New Media Operation and Management" as an example and based on the concept of "curriculum ideological and political education", the ideological and political elements and moral education functions contained in the course are deeply explored and refined. At the same time, the feasibility of combining ideological and political education with media majors is explored through experiments to cultivate a new generation of media talents who become ideal, moral, cultured, disciplined and skilled.

## 2	Objects and Methods

### 2.1	Objects

The research subjects for this study were students majoring in web and new media in the College of Arts and Media at Yunnan Institute of Economics and Management. Specifically, 25 students from Class I were selected as the experimental group, consisting of 10 males and 15 females. Additionally, 25 students from Class II were chosen as the control group, including 12 males and 13 females. The age range for both groups was 18-20 years old. These students had similar academic courses, instructors, and counselors, and they were at the same undergraduate level. Moreover, there were no significant differences in their intelligence and ability to accept new knowledge.

Throughout the duration of a semester-long course, both groups were taught simultaneously using different teaching modes. Previous research conducted by scholar Wu, using the Moral Judgment Test (MJT), indicated that factors such as gender, ethnicity, and political score did not significantly influence students' moral judgment ability ($p > 0.05$) [3]. Based on this, it was hypothesized that gender, ethnicity, and initial political score would not directly affect students' initial overall assessment scores.

### 2.2	Methods

Teaching methods

(1) Control group. The control group used the traditional teaching mode, with the teacher teaching the relevant teaching content and the students mainly listening to the lectures. (2) Experimental group. Based on the education concept of " curriculum ideological and political education", the experimental group integrated Civics elements into the teaching and designed an integrated "curriculum ideological and political education" for each course. The following is an example of the 90-minute classroom teaching of "New Media Content Planning and Creation", Chapter 3, Section 3, "New Media Copywriting Skills" (Table 1)

Table 1. curriculum ideological and political education teaching design of "New media copywriting skills" (source: author)

Step link	Teaching content	Ideological and political elements	Integration method	Time (min)
lead-in	News introduction: On the evening of August 2, Speaker of the U.S. House of Representatives Nancy Pelosi visited Taiwan, China. The next day, "Zhejiang propaganda" new media platform published an article titled "History will not be condensed in one night", which received more than 100,000 likes.	Using hot news to cut through, students were made aware of the writing skills possessed by explosive articles through discussion, and at the same time, the content of the articles was used to arouse students' patriotic feelings, insist on correct political identity, and oppose the bad acts of Taiwan independence and anti-China forces.	Discussion method	5
New class	Continue to analyze the structure and elements of the just-mentioned piece of explosive copywriting to draw out the concept and characteristics of new media writing, as well as the differences with traditional writing.	Through the phenomenon to see the essence, careful observation, specific problems specific analysis.	Discussion method	10
	According to its characteristics, we can improve the readership of new media in eight aspects: "readership analysis", "market segmentation", "writing objectives", "reader interaction", "hot concerns", "self-communication attributes", "stylization" and "multimedia integration", and use typical cases to illustrate the application methods of the above techniques and their effects.	Analysis of the current new media platform pop-up copy, so that to understand the new media copywriting skills at the same time, to stimulate a strong sense of patriotism, enhance students' national pride and self-confidence, hard work and dedication without fear of sacrifice.	Teaching and case analysis method	25
	Based on the "Yunnan Chu Orange" theme provided by the instructor, create a live copywriting exercise in small groups, using one or more of the above techniques.	The intention is for students to go through the inspirational story about Chu Shijian to enhance students' craftsmanship, persistence in pursuing their dreams, courage to innovate and risk-taking.	Discussion and practice method	20
Effecte valuation	Through the group PK format, each group representative presented the content of the copy created by the group on the stage. Through the teacher's evaluation, members of the group evaluated each other, and the teacher summarized the current mastery as well as the existing problems.	The assessment dimensions include humanistic qualities, communication skills, professional ethics, and legal concepts.	Discussion method	15
Expansion	New media writing should not only pay attention to these eight aspects, but you can also think back to the most impressive burst of copy they once used what skills?	Good at thinking and identifying problems	Discussion method	10
Summarize and homework	The concept of new media writing, characteristics and eight aspects of writing should be noted. See the course platform assignments for details.	Rigorous and meticulous, learn and practice	Practice method, review	5

Evaluation method

In recent years, in order to guide and encourage students to strive for excellence, develop their strengths, explore innovation, coordinate the development of knowledge, ability and quality, and cultivate high quality and innovative talents to meet the requirements of socialist modernization, the relevant departments of the university have formulated and continuously improved the Management Measures of Comprehensive Quality Assessment for College Students of Yunnan Institute of Economics and Management, taking into account the training objectives and characteristics. The construction of comprehensive quality assessment system of college students is an important way to implement the fundamental task of "establishing moral education" and to answer the question of "what kind of people to cultivate", and it is an important assessment means for colleges and universities to implement "five educations" and improve the effectiveness of talent cultivation. The evaluation system is an important means to implement the fundamental task of "cultivating people" and answer "what kind of people"[4]. The evaluation form and scoring method are as follows.

(1) Comprehensive assessment

The score of comprehensive quality assessment of university students includes professional study achievement (60% of the comprehensive assessment score), personal basic quality and development quality (40% of the total).

(2) Assessment indexes and scores

This study uses the hierarchical analysis method to set the weights of evaluation elements at all levels of the comprehensive quality evaluation system of college students, referring to the hierarchical structure of the existing evaluation elements of basic quality of college students proposed by Sun and Li (Table 2).

Table 2. Factors of comprehensive quality evaluation of college students (source: Sun and Li)

Primary evaluation element（Weight ratio）	Secondary evaluation elements (Weight ratio)	Three-level evaluation elements (Weight ratio)
Basic Qualities (0.75)	Moral education (0.35)	Thought expression (0.40)
		Moral cultivation (0.36)
		Discipline (0.24)
	Intellectual education quality (0.37)	Professional knowledge (0.48)
		Breadth of knowledge (0.20)
		Research and innovation (0.24)
		Professional Skills (0.08)
	Sports quality (0.10)	Physical status (0.25)
		Sports character (0.18)
		Athletic ability (0.45)
		Healthy habits (0.12)
	Aesthetic education quality (0.08)	Aesthetic concept (0.22)
		Art experience (0.48)
		Art creation (0.30)
	Labor quality (0.10)	Labor awareness (0.27)
		Labor practice (0.73)
Development quality (0.25)	Ability and quality (0.33)	Learning and practicing (0.31)
		Self-awareness (0.10)

		Interpersonal communication (0.31)
		Organization Management (0.06)
		Influence (0.22)
	Psychological quality (0.67)	Compression resistance (0.29)
		Aggressiveness (0.21)
		Adaptability (0.29)
		Adherence (0.21)

(3) Weighting and calculation method

The comprehensive quality score is 100 points.

Comprehensive quality score = professional achievement * 60% +(personal basic quality+development quality score) * 40%

Among them, the professional learning achievement is the average score of all the students' professional achievements in the previous semester. The personal basic quality and development quality are scored by 2 teachers and 1 counselor, after removing one highest score and one lowest score, and then calculated according to the weight of each index, and evaluated once a month.

statistical method

Methods: The relevant data were processed and analyzed by software SPSS 23.0.

3   Result

In the whole process of teaching experiment, a student in the two groups was selected and the scores of personal basic quality and development quality were compared four times. Obviously, the experimental group was higher than the control group, and the difference was statistically significant ($P <0.05$), as shown in Figure 1.
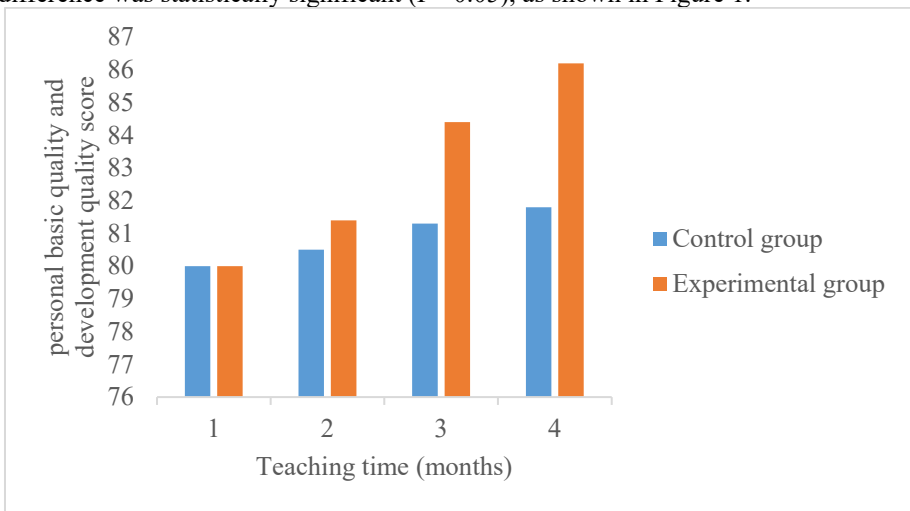
Fig. 1. Comparison of personal basic quality and development quality score between experimental group and control group

As seen in Table 3, all students in the test group had higher overall scores, professional learning scores, and mean scores for basic personal and developmental qualities than the control group, and the differences were statistically significant ($P < 0.05$).

Table 3. Comparison of professional learning performance, personal basic quality and personal development quality between experimental group and control group (score)

	Experimental group	Control group	t	p
Professional learning score	56.34	51.78	6.623	0.01
Personal basic quality and personal development quality score	33.78	30.64	7.258	0.01
Comprehensive score	90.12	82.42	8.537	0.01

4 Conclusion

4.1 Teaching design and implementation based on the concept of " Curriculum Ideological and Political Education " can help improve students' professional performance and quality

The experimental group adopted a teaching method combined with "curriculum ideological and political education", which can stimulate students' interest and enthusiasm in learning and make them more focused on learning. In addition, through stories and role models, such as Chu Shijian, they are guided to establish correct outlook on life and values and develop their thinking ability and social responsibility awareness. Meanwhile, through discussion, PK and group cooperation, students can better express their views, communicate, and think with others, thus improving their thinking skills, communication skills and cooperation skills.

4.2 The key to the implementation of " Curriculum Ideological and Political Education " lies in teachers

The key to implementing the educational concept of "curriculum thinking and politics", carrying out the teaching design of "curriculum thinking and politics" and implementing the teaching of "curriculum thinking and politics" lies in teachers [5]. To improve teachers' ability of ideological and political education, all teachers should be mobilized to consciously, efficiently and accurately integrate moral education into the teaching process and take the responsibility of educating people. It is necessary to improve the professional level and teaching ability of teachers, but also to improve the ideological and political level of teachers and the ideological and political ability of the curriculum.

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