

Exploration and Practice on Differentiated Teaching of University Ideological and Political Courses based on Big Data

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Abstract

Based on the differences of educators and the research object, the current situation and existing problems of the differentiated university ideological and political teaching, the reform of "university ideological and political teaching" as the carrier, and the relevant practice, communication, investigation, analysis and thinking in the teaching, promoting the development of "life-oriented" and the development goal of "for the development of every student".

Keywords

Big Data; University Ideological and Political Courses; Differentiated Teaching; Analysis.

1. Introduction

General Secretary Xi Jinping has pointed out, " We should use new media and new technologies to make our work alive, promote the high integration of the traditional advantages of ideological and political work with information technology, and enhance the sense of The Times and appeal [1]."With the deepening of the teaching reform of ideological and political courses, it has become the general trend to innovate the teaching and training mode and teaching methods of ideological and political courses in universities.In this context, we will explore the differentiated teaching of university ideological and political courses based on big data, and constantly practice and improve it.

2. The Status Quo of Domestic Research

At present, the domestic research results mainly focus on the following four aspects:

First, the research on the opportunities and challenges faced by university ideological and political course teaching under big data.In the new era, the application of big data to the teaching theory and practical research of university ideological and political courses is still under exploration.Compared with other studies, the literature is scarce, and the attention to university ideological and political courses under big data needs to be strengthened, involving the lack of differentiated teaching.For example, "The Challenges and Opportunities of Ideological and Political Course Teaching in the Information Era" (Zhang Jinbiao) believes that the ideological and political course teaching under information technology is facing many difficulties and new change opportunities. [1] According to the Innovation of the Teaching Mode of Ideological and Political Courses in Universities under the New Media Environment (Xu Xu et al.), the development and popularization of new media technology expand the space and channels of ideological and political teaching, and also challenges the teaching of ideological and political courses.[2]

Second, the research on the path of university ideological and political courses under big data. Big data has brought many problems to the teaching of ideological and political courses in

universities, and should put forward targeted innovative strategies, but in this respect, the operability is not strong, and it is not analyzed from the aspect of differentiation. For example, "Research on the Teaching Mode of Ideological and Political Courses in Universities in the Network Environment" (Chen Juping) believes that the teaching of ideological and political theory courses in the network environment should carry out deep, open and interactive three-dimensional teaching.[3] "Innovation of the Teaching Mode of Ideological and Political Courses in the Network Era" (Yan Xitang) pointed out that schools can innovate the ideological and political teaching of colleges and universities with the help of network information.[4]

Third, the research on the teaching innovation and reform of university ideological and political courses under big data. The core goal of applying big data to the teaching of university ideological and political courses is to realize the co-construction and sharing of teaching, give full play to the advantages of university ideological and political courses teaching under big data, and improve the teaching quality of ideological and political courses. However, the innovation is slightly insufficient in this respect, and students should realize personalized learning through differentiated teaching, so as to achieve the effect of university ideological and political course teaching. For example, the "Exploration of the Mixed Teaching Mode of Ideological and Political Courses in Universities under the Background of Information Technology" (Yin Xiaoyan) pointed out that the current reform of ideological and political theory courses, to establish a talent training program in line with the development of The Times.[5] The Review on the Teaching Mode of Ideological and Political Courses in Universities (Zhu Yi) pointed out that the innovative research of life-oriented teaching and new teaching technology means teaching should be strengthened.[6]

Forth, the research on the Effectiveness of University Ideological and Political Course Teaching under Big Data. In the era of big data, the resources of university ideological and political teaching are "explosive". Therefore, it is of great significance to study the effectiveness of the teaching of ideological and political courses of universities for the innovative development of university ideological and political courses in the era of big data. For example, "on the Innovation of the Teaching Mode of Ideological and Political Courses in Universities in the Network Era" (Zhang Yanjie) pointed out that the characteristics and advantages of network information, and the continuous innovation in the teaching content, teaching mode and teaching discourse of ideological and political courses, can improve the effectiveness and timeliness of ideological and political courses teaching.[7] According to the Thinking on the Reform of the Teaching Mode of Ideological and Political Courses in Colleges and Universities (Zhu Yanxia et al.), in improving the teaching effectiveness of the ideological and political courses in universities, it is necessary to improve the teaching methods, update the teaching content, innovate the teaching forms, and increase the intensity of students' practical experience.[8]

In short, domestic scholars' research on university ideological and political courses under big data has laid a foundation for in-depth research on the subject. According to the relevant results, the application degree of big data in the differentiated teaching of university ideological and political courses is not high, and the effect is not very obvious. There are two main reasons for the reason: one is that the university ideological and political teaching workers do not have an adequate understanding of big data, due to the traditional ideological and political teaching, the data thinking is difficult to cultivate; the second is that the integration of big data and university ideological and political differentiated teaching is not sufficient, it is urgent to improve the data mining and analysis ability of university ideological teaching. At present, the application of big data in the teaching field of ideological and political courses is still in the exploratory stage. Strengthening the differentiated teaching research of university ideological and political courses under big data is undoubtedly of great practical significance to improving the effect of ideological and political courses.

3. The Current Situation of Overseas Research

Taking Big data originated in foreign countries, but there is no foreign ideological and political courses abroad, so there is no concept of "differentiated teaching of university ideological and political courses under big data", and more tends to apply data analysis to national education and teaching, and penetrate into the teaching in subtle ways.

First, apply data analysis to public education. For example, the United States analyzes big data to improve traditional education, provides educators with more accurate information about students, and has a comprehensive understanding of how students can learn more, better and more valuable knowledge for their development.

Second, The combination of muda and big data to reform the traditional university teaching model. George Siemens and Stephen Downs of the University of Athabasca University, Canada, provide innovative thinking model and educational means to the traditional university teaching model.

Third, apply microcourses to the educational field. David Penrose of San Juan College, New Mexico, United States, compared micro courses to "the pulse of knowledge", and micro courses effectively promoted the informatization of micro courses in the field of education through online learning, which is conducive to improving the learning effect and the actual effect of learners' employment competitiveness.

After summarizing the relevant foreign situations, it can be seen that there is no special and systematic elaboration on the application of big data to ideological and political course teaching, but more attempts in the practice-related level of differentiated teaching, and more research at the macro level. It can be said that foreign countries pay more attention to the grasp of the use of big data, less in theoretical research, but just regard big data as a technical means.

4. Conclusion

To sum up, big data comes from foreign countries. The related application of big data abroad provides innovative ideas and methods for differentiated teaching, but there is more research at the research and practical level. As with foreign research, most domestic related research is also applied to vocational teaching and training, but big data ideological and political class differentiation teaching theoretical significance and practical value is not fully reflected, so university differentiated education needs to be rich, especially under big data university ideological and political class differentiation teaching exploration and practice research is an imminent important problem.

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