



Research on the Construction of College English “One Core, Two Wings and Three Evaluations” Smart Classroom Based on Curriculum Ideology and Politics

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Abstract. This study constructed a smart classroom to carry out college English teaching reform with classroom teaching as the core, second classroom, and online teaching as “two wings” and provided a more comprehensive evaluation system. Questionnaires and interviews were adopted as instruments to examine the needs of teachers and students based on curriculum ideology and politics. Through the cooperation of English teachers, teachers of professional courses, and teachers of ideological and political courses, textbooks were used as a main source to build a hierarchical and multi-module teaching content system and encouraged students’ active participation. The teaching method reform of teacher-led-student-centered-task carried out to realize the deep integration of knowledge, ability, and values.

Keywords: college English; smart classroom construction; evaluation.

1 Introduction

In recent years, the Chinese government has attached great importance to education, especially ideological and political education. As a basic course, college English courses run through the entire university life. Therefore, strengthening ideological and political construction in English courses is in line with national policy orientation. With the development of economic globalization and the increasing frequency of international exchanges, more and more Chinese college students are going abroad, and at the same time, foreign students are also coming to China for further study. In this context, it is very important to strengthen the ideological and political construction in English courses and cultivate English talents with correct values and a sense of responsibility.

College English education needs to keep pace with the times and constantly innovate teaching methods and teaching content. Integrating ideological and political construction into college English courses reflects the comprehensiveness, practicality, and innovation of education. With the continuous deepening of exchanges between China and the world, the combination of English education and ideological and political education has become an interdisciplinary field of pedagogy, linguistics, political science, and other disciplines.

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S. Yacob et al. (eds.), *Proceedings of the 2023 7th International Seminar on Education, Management and Social Sciences (ISEMSS 2023)*, Advances in Social Science, Education and Humanities Research 779, https://doi.org/10.2991/978-2-38476-126-5_209

The ideological and political construction of college English courses reflect the requirements of national policies, changes in social needs, and the actual need for educational reform and discipline development. This makes this research field presents a strong contemporary and practical nature, and it is a useful supplement to the research on the reform of college English teaching, and it also provides a new perspective for the ideological and political research of college English courses.

In theory, this study will update the concept of educating people with “ideological and political leadership, English tool as a foundation, and humanistic expertise”. The goal of educating people runs through the whole process of teaching, continuously expands the breadth and depth of language knowledge learning, strengthens the relationship between knowledge and students’ emotional value and humanistic quality, integrates ideological and political, humanistic, instrumental, practical, leading and the organic unity of subjectivity meets the new requirements of the fundamental task of cultivating new talents in the era of “new liberal arts”.

In practice, this study will improve the effectiveness of college English teaching. Based on the nature and characteristics of college English courses, this study constructs the goals of college English courses, builds a hierarchical and multi-module teaching content system, explores the reform path of the trinity of college English courses, and better implements the ideological and political courses.

2 Studies at Home and Abroad

Foreign language teaching abroad pays attention to the improvement of students’ core literacy ^[1]. The European Union points to lifelong learning; the US P21 framework focuses on the needs of the workplace in the 21st century ^[2], and the Asian region highlights core values; Russia focuses on the quality of citizens’ daily life and cultural leisure with cooperative teaching as the subject. ^[3]

In China, General Secretary Xi Jinping proposed at the National Education Conference that building morality and cultivating people should be integrated into all links and run through all fields. The report of the 20th National Congress of the Communist Party of China pointed out that the foundation of educating people lies in morality. The Guidelines for College English Teaching ^[4] require the dual nature of college English as instrumental and humanistic. The Guidelines for the Ideological and Political Construction of Curriculum in Colleges and Universities ^[5] makes all courses take on the responsibility of educating people.

According to the spirit of the above-mentioned important speeches and instructions, since 2014, under the guidance of the Ministry of Education, Shanghai has taken the lead in carrying out the ideological and political pilot work of courses and launched the “China Series” elective courses, master dramas, etc. In May 2019, Shandong Province held an ideological and political seminar on college courses, affirming Qilu Institute of Technology’s beneficial exploration in promoting the organic integration of professional courses and ideological and political education and strengthening ideological and political education. Under the dual effects of national policies and the current situation of college English teaching, in recent years, academic studies have achieved relatively

rich results in the research on the reform of college English teaching in colleges and universities and the ideological and political concepts of college English courses. The main research perspectives are as follows:

College English reform issues. For a long time, there have been erroneous concepts in college English teaching such as “emphasis on language form, less on content meaning”, “emphasis on Western culture, less on local culture”, “emphasis on examination skills, less on practical application”, and teachers’ ideological and political teaching ability has not been fully explored, also caused phenomena such as “Chinese cultural aphasia”^[6], “cultural deficit”^[7] and “English worship”^[8].

Ideology and Politics in College English Course. Xiang Mingyou started by clarifying the curriculum, curriculum design, and curriculum ideological and political connotation, and expounded the basic principles that teaching design should follow, giving full play to the function of curriculum education^[9]. Huang Guowen and Xiao Qiong outlined six key issues involved in the ideological and political construction of foreign language courses^[10].

Ideological and political content and realization path of college English courses. Li Bin promotes the integration of college English courses and majors by integrating modular teaching content and curriculum system construction^[11]. Cheng Jiaolin (2020) believes that foreign language courses should realize the organic unity of the knowledge system and value system through in-depth teaching^[12]. Hu Jiehui discusses the strategies and methods of realizing ideological and political aspects from the perspective of theory and practice^[13].

College English teachers’ curriculum, ideological and political teaching ability. The Ministry of Education pointed out that teachers are the key and the main force for the implementation of curriculum ideological and political construction^[4]. Meng Xiaoping and Zhang Yufeng believe that the ideological and political teaching ability of college English teachers consists of three dimensions: cognitive ability, analysis and mining ability, and teaching ability^[14]. But in the field of college English teaching, there are few studies to construct a systematic and complete framework for teachers’ teaching ability^[15, 16].

To sum up, from the perspective of curriculum ideology and politics, the research on teaching practice to achieve the goal of ideological and political education in college English courses is still under exploration, and the research methods are relatively limited. Therefore, this study focuses on the current situation and key issues of college English teaching in combination with the practice of college English teaching reform in our college and explores classroom teaching that takes tasks as the main line, teachers as the mainstay, and students as the main body, supplemented by online teaching and the first and the second classroom teaching, to realize the function of curriculum education through teacher-student cooperation and third-party evaluation.

3 Research Methods

3.1 Research Objectives

To construct the curriculum education system with “one body, two wings, and three evaluations”. Through the analysis of the experience, problems, and improvement measures of curriculum ideological and political reform in Shanghai and Shandong Province, based on empirical analysis, relying on the two positions of network teaching and classroom teaching, supplemented by rich second classroom activities, broaden the channels of learning and use, expand and deepen the path of curriculum ideological and political reform.

To form a teaching content system rich in curriculum ideological and political elements. Starting from the integration of language knowledge and ideological and political elements, optimizing the content of college English teaching, integrating Qilu fine culture, Shandong stories, Shandong brand, Yimeng Red spirit, etc., to achieve the unity of explicit curriculum objectives and implicit ideological and political education. Provide support and basis for the realization of the goal of ideological and political education for other professional courses of our school and other college courses.

To construct the “three evaluations” index system of the ideological and political teaching effect of the course. To build an online and offline combination, a whole-process academic evaluation method that combines procedural and summative evaluation with knowledge, ability, and value as the evaluation content, and a diversified evaluation system that involves teachers and students throughout the process, to integrate foreign language education into the curriculum. The evaluation of ideological and political teaching reform plays a certain role in reference.

3.2 Research subjects

The research subjects of this project are mainly non-English major undergraduates of the school. The teaching reform will be carried out with the electrical engineering and automation major of the School of Intelligent Manufacturing and Control Engineering, the nursing major of the Medical School, and the preschool education major of the School of Education as pilots.

Integrate the ideological and political elements of the course into classroom teaching, online teaching, and second-classroom teaching. The teaching mode can be extended to other college English teaching classes. It has a radiating and driving effect on other professional courses in the school and can also be extended to Zibo Normal College and other universities. It can also provide some help to the formulation of ideological and political teaching management policies and the improvement of personnel training policies in colleges and universities.

3.3 Research methods

Through the collection and analysis of literature on college English, curriculum ideology and politics, teaching models, etc., and sorting out relevant domestic and foreign

literature, this study explores the current situation and development trend of college English curriculum ideological and political research and determine the curriculum ideological and political teaching objectives.

By going deep into the classroom, and consciously observation of the teaching dialogue and communication between teachers and students, this study examines the teacher's education awareness and the value-shaping process of students, and deeply analyzes the implementation of curriculum ideology and politics in classroom teaching, to explore the "integration" of college English teaching. It provides a basis for the specific implementation of the "two wings and three evaluations" education system.

A questionnaire survey is conducted among 325 teachers and students from the School of Intelligent Manufacturing and Control Engineering, the School of Medicine, and the School of Education of our school, and randomly selected 6 teachers and students are to conduct interviews to understand the teachers and students in network teaching, classroom teaching, and second classroom activities. The ideological and political resources of the curriculum are built to better tap the ideological and political resources of the curriculum and meet the needs of teachers and students.

Relevant cases of college English classroom teaching are selected, including online teaching, second classroom activities, evaluation methods, and objective, systematic, and quantitative analysis of the content of the cases. Auxiliary demonstrations are carried out to enhance the practicality of this study.

4 Results

4.1 Reconstruction of Teaching Objectives

Based on curriculum ideology and politics, college English teaching objectives were re-conducted. Ideological and political teaching standards for courses were constructed on the basis of different professional categories. Taking the three majors of the School of Intelligent Manufacturing and Control Engineering, the School of Medicine, and the School of Education as the pilot study, combined with our college's cultivation education, training programs, and training objectives for various professionals, the value objectives of the course were determined. This study also combined the course content and value goals, to excavate the ideological and political elements of the course, determine the ideological and political goals of the unit courses, and ensure that English language knowledge and value goals match with each other, as is shown in Figure 1.

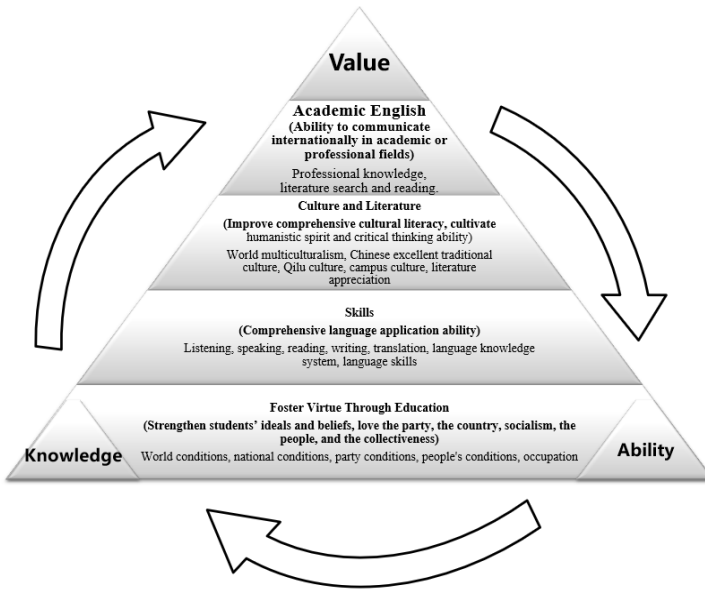


Fig. 1. Reconstruction of teaching objectives

4.2 Optimization of Teaching Contents

The ideological and political resources in the curriculum were excavated and the curriculum content system was optimized. Cooperating with ideological and political teachers and professional course teachers, English teachers reshaped the hierarchical and modular teaching contents of academics, cultural literature, skills, and current affairs based on textbooks. Figure 2 illustrated the teaching contents and materials in the whole process. The cultural attributes and spiritual character of language knowledge and cultivate ideals and beliefs were discovered in online teaching, classroom teaching and second classroom teaching. At the same time, the second classroom activities were enriched to create more opportunities for students to use English communication and communication skills in their study, life, and future work, which as a result, led to the combination of language knowledge, ability, and value goals, and promoted the implementation of curriculum ideological and political implementation.

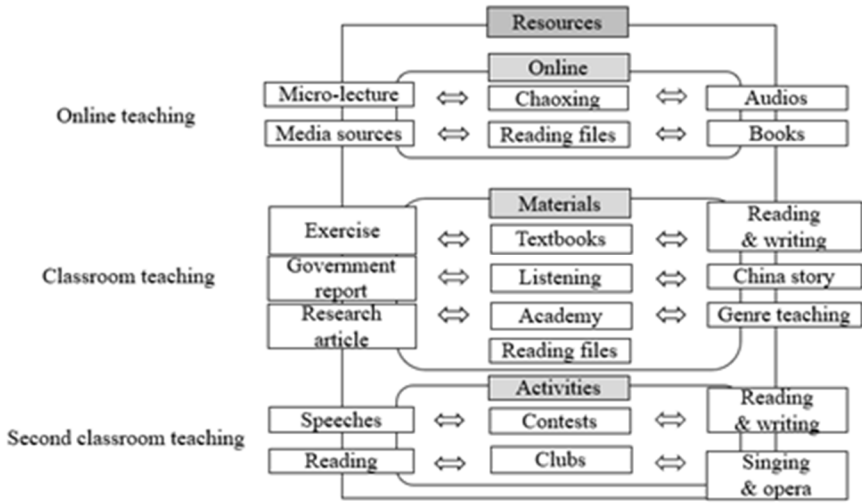


Fig. 2. Optimization of teaching contents

4.3 Improvement of Teaching Pedagogy

The teaching method was improved, and the main channel of classroom teaching was made good use. Figure 3 showed that in the three-dimensional environment of classroom teaching, second-classroom teaching, and online teaching, teachers and students cooperated to develop rich learning resources through online learning. Teachers combined ideological and political goals, designed student-student, student-student, and human-computer interaction activities, and encouraged students to complete the pre-designed teaching tasks through independent exploration and group cooperation through exploring knowledge in practice and learning by doing.

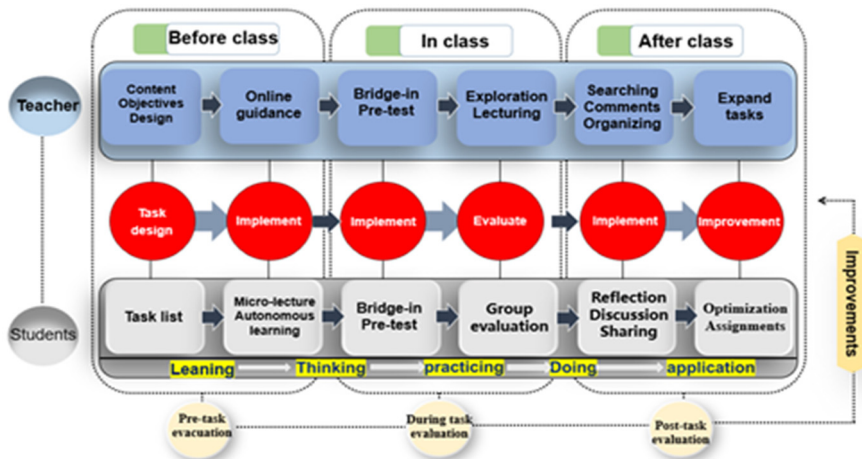


Fig. 3. Improvement of Teaching Pedagogy

4.4 Teachers’ Ideological and Political Ability Training

The means and mechanism of teachers’ ideological and political ability training were explored. The first step was to promote the collaborative education of teachers of ideological and political courses and college English teachers. Teachers of ideological and political courses from the School of Marxism and college English courses “made pairs” to promote communication, reference, integration, and improvement through collective lesson preparation, and improve teachers’ awareness of ideological and political courses. Awareness, across the “ideological and political barrier.” Then, the author investigated the characteristics of college students’ ideological and political development, refined the key points of students’ cultivation education, and guided practice through the second classroom activities to improve teachers’ ideological and political ability.

4.5 Construction of a Curriculum Evaluation System

This study developed a curriculum evaluation system that included the whole process of knowledge, ability, value, and multiple subjects (shown in figure 4). The evaluation of students’ learning effects transformed from a single professional dimension to multiple dimensions, such as mental outlook, character attitude, and humanistic quality. Process evaluation focused on online and offline tasks leading to the results of language and culture integration into moral education development in teaching while summative evaluation highlighted open reports and explored second classroom associations and competition practice evaluation.

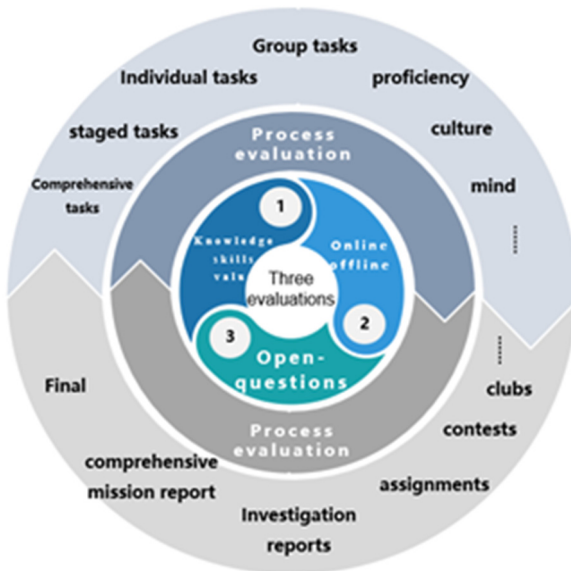


Fig. 4. Three-dimensional curriculum evaluation system

5 Conclusion

This study followed the idea of proposing the problem-cause perspective-empirical research-evaluation improvement, according to the orientation of talent training, and revised the teaching standards of college English based on different professional categories. It deeply excavated the ideological and political elements of college English, which enriched the ideological and political resource bank. As the main body, online teaching, and second classroom activities were supplemented, carry out the ideological and political teaching reform of the “one body, two wings” course; establish a “three evaluations” system that integrated knowledge, ability, and value of teacher-student cooperation.

This study mainly solved the problems of poor ideological and political effects of courses and unoptimized teaching method, highlighting ideological and political leadership, giving full play to the teaching advantages of “one body with two wings”, implementing the student center, providing feasible guidance, and putting forward solutions for teachers to carry out curriculum ideological and political teaching reform.

The course relied on English clubs and extensively carries out second-classroom practical activities, which were highly accepted by students. English teachers regularly organized speeches, debates, writing, translation, and English video production competitions, guided students to correctly understand the differences between China and the West and regional differences, telling the Shandong chapter of the China story to the world, passing on the Shandong spirit, polishing the Shandong brand, and demonstrating the power of Qilu cultural inheritance.

Adhere to the foundation of morality and cultivation of students, guided by the core values of socialism, with the goal of “value guidance, knowledge foundation, and ability developing” as the goal of talent training, and the teacher-led-student-centered-task main line strengthened the function of curriculum education, and integrated ideological and political. The organic unity of language and humanism, instrumentality and practicality, dominance and subjectivity met the new requirements of the fundamental task of cultivating new talents in the era of “new liberal arts”.

Relying on network information technology, teachers and students jointly built and shared online resources, integrated values-skills-current affairs-culture-interdisciplinary knowledge teaching content, and realized the depth of English basic knowledge, basic skills, cultural elements, speculative consciousness, scientific spirit, etc. Such integration met the different needs of students from various majors and realized the organic integration of ideological and political courses, general education, and humanistic quality.

This model established a whole-process evaluation system that combined teacher evaluation with student evaluation, process evaluation with summative evaluation, and knowledge and ability value evaluation, giving full play to the main role of students and continuous improvement.

Acknowledgement

This study is funded by “Research Project of Higher Education Undergraduate Teaching Reform in Shandong Province” (M2022054) and “Teaching Reform Research Project in Qilu Institute of Technology” (MJG202135).

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