A Study on the Construction of Ideological and Political Education System of Digital Media Technology Program in the Context of Engineering Education

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Abstract. Recently, the construction of ideological education system in digital media technology majors has faced many problems, including the difficulty of integrating civic and political elements with the professional curriculum, insufficient capacity of teachers in civic and political education, low acceptance and interest of students, imperfect evaluation system of the curriculum, and insufficient support of resources, and so on. To effectively deal with these problems, a series of concepts and strategies for the construction of curriculum-based Civic Education are presented in this paper. Clarify the concept of the construction of course ideology and politics, and build a collaborative working mechanism. In terms of concrete implementation, it emphasizes the integrated teaching design of "Curriculum-based Civic Education" to ensure that the content of Civics and Politics is organically integrated in all kinds of courses. At the same time, it focuses on enriching the other classroom, extending in-class teaching to extracurricular activities, and improving students' practical ability and innovation ability. By building a quality assurance and evaluation system for the construction of Civics Education, the effectiveness of the Civics of the courses is scientifically assessed and continuously improved. The research in this paper provides theoretical and practical guidance for the construction of curriculum civic of digital media technology, which helps to improve the effect of civic education and realize the educational goal of cultivating morality and educating people.

Keywords: Ideological and Political Education; Synergy Mechanism; Curriculum Design.

1 Introduction

As China enters a new era, higher education reforms are further deepening. As an important position for cultivating talents, higher education needs to innovate and strengthen civic education. By integrating civic education into various curricula, it promotes the formation of a large pattern of all-round, whole-range and all-encompassing education. At present, the international and domestic situation is complicated and changing, and the struggle in the field of ideology is becoming more and more intense[1]. In this context, it is important to strengthen civic education in higher education and help college students establish a good worldview, view of life and

opinion about value[2]. The construction of the civic education system in professional courses emphasizes the comprehensive development of students. By integrating civic education into professional courses, moral education content can be integrated into various knowledge fields and educational processes. This not only helps to cultivate students' professional knowledge and skills, but more importantly, it can also improve their ideological and moral qualities and enhance the quality of talent cultivation[3].

Sun et al.[4] redesigned the civic education system in the construction of the computer science and technology major. He believes that the design of curriculum-based civic education should be student-centered, and emphasis should be placed on the construction of course resources, which should be in line with teaching objectives. Diversified assessment models should be adopted in course assessment, integrating ideological education from professional courses into the teaching process. Gou et al.[5] emphasis on value guidance and emphasize the importance of computational thinking in the actual teaching of computer fundamentals. They adopt a teaching model that combines MOOC, SPOC, and flipped classroom for teaching. By evaluating the effectiveness of teaching implementation through exams and questionnaire surveys, students' learning initiative and comprehensive quality have been improved, providing new ideas for civic education in computer basic courses. Wang et al.[6] proposed methods for ideological and political education in the course of Introduction to Software Engineering, and provided key measures for teaching implementation. They place greater emphasis on the integration of teaching resources. Through specific teaching practices, students' ideological and political qualities have been effectively improved. The construction of curriculum civics system needs to constantly explore and innovate the education and teaching mode, this paper explores the new ideas of curriculum civics construction with the digital media technology profession as the object, which will promote the profession to carry out reforms and innovations in the aspects of curriculum design, teaching modes, evaluation system and so on, and to enhance the effect and level of education and teaching.

2   The Problem and Coping Strategy in the Construction of Course Civics and Politics

2.1   Difficulties in the Construction of Curriculum Ideology and Politics

In the context of engineering education, the main difficulty facing the construction of civics education in digital media technology majors is how to organically integrate ideological education into the highly specialized and technical course content[7]. Since the courses of digital media technology majors usually focus on technical knowledge and practical operation, it is very hard for teachers to find appropriate entry points to effectively integrate elements of civics education into the teaching process when designing and implementing the courses. In addition, teachers' own ability and level of understanding of civics education also affect the effectiveness of integrating ideological content, further increasing the complexity of this task.

2.2   Problems in the Construction of Curriculum Civic and Political Education

A survey done on 200 faculty members of a local university's computer science school about specific difficulties in the implementation of curriculum-based Civics is shown in Fig. 1. The main problems in the construction of civic education in digital media technology professional courses include insufficient teachers' ability in civic education, low acceptance and interest of students, imperfect course evaluation system, and insufficient resources and support[8]. Specifically, professional teachers generally lack systematic training in Civic-Political education, which makes it difficult to effectively incorporate Civic-Political elements into the curriculum design[9]. Students are less interested in the content of Civics and Politics, believing that it has little to do with their professional learning, and are less motivated to learn. In addition, the current curriculum evaluation system mainly focuses on the mastery of professional knowledge and skills, ignores the evaluation of the effect of civic education, and lacks scientific evaluation indexes and feedback mechanisms. The school's policy support and resource investment in the construction of civics curriculum are also relatively insufficient, which affects the promotion and effect of the overall construction.
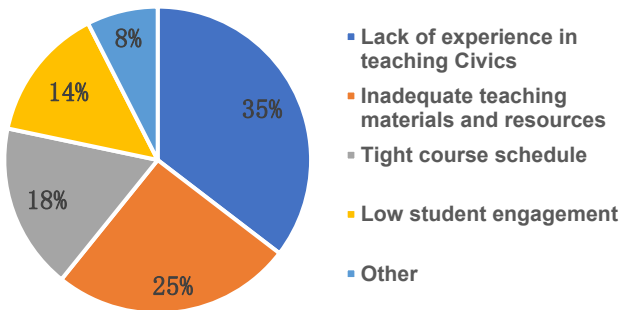

Fig. 1. Survey on Specific Difficulties in the Implementation of Curricular Civics

2.3   Response Strategies

Provide systematic training on civic education to enhance teachers' capacity and level of civic education. To develop and provide systematic teaching resources and cases on civic education in the curriculum to provide teachers with reference and support. Explore diversified teaching modes and means to improve the attractiveness and effect of civic education. Establish a scientific course evaluation system to comprehensively assess students' professional and ideological and political qualities. Schools should strengthen policy support and resource input for the construction of civics education to stimulate the enthusiasm of teachers and students.

3   Philosophy of the Construction of the Civic and Political System of the Curriculum

Adopting the method of "combining explicit and implicit education", realizing the organic unity of knowledge transmission, ability cultivation and value guidance, implementing the reform of civics curriculum, and carrying out ideological education through the whole process of undergraduate education[10]. A six-pronged collaborative working mechanism is constructed among professional teachers, ideology and politics teachers, quality teachers, tutors of the five educations, faculty party branches, and student party branches. Taking course ideology and politics as the center, combining professional education with ideology and politics education, combining quality teachers with professional tutors, and combining faculty party branches with student party branches, we will improve the curriculum design plan that integrates elements of course ideology and politics. Combined with the professional training objectives, focusing on the overall development of students, we have constructed a mechanism of collaborative cultivation of "all staff, all process, all-round".

4   Construction of the Civic and Political System of the Curriculum

4.1   Building a Synergistic Working Mechanism

Professional teachers are the main body of civics construction, and the civics education of professional courses requires extensive collaboration and cooperation among all relevant subjects.

- Form a regular collaborative preparation system between professional teachers and teachers of civic politics, the core task is to form a complementary effect of knowledge, make full use of the resource advantages of teachers of civic politics, broaden the professional teaching ideas, and improve the level of civic politics teaching in the course.
- A regular feedback system is formed between professional teachers and quality teachers, so as to grasp the ideological dynamics of students in a timely manner, and provide assistance for better embedding the content of civics education in teaching.
- Give full play to the roles of student party branches and student work departments to educate and guide students on hotspot and focus issues of concern to them, and promote students to realize all-round development.
- Give full play to the advanced demonstration role of the faculty party branches, combining the activities of the branches with the professional construction work, taking the initiative to integrate with the teaching and research activities.
- Give full play to the role of the "five education" tutors, promote the five education and implement the three full education.

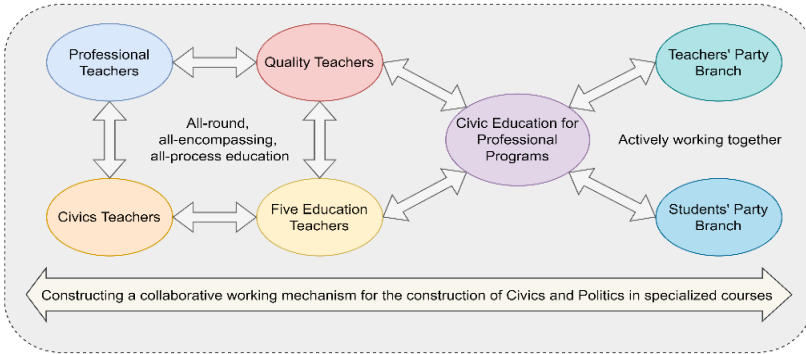The mechanisms for collaborative work is shown in Fig. 2.

Fig. 2. Mechanisms for collaborative work

4.2   Integrated Teaching Design of "Curriculum Civics"

Curriculum Civics is the foundation and core content of professional Civics. Efforts have been made to promote the teaching design of Curriculum Civics to consolidate the foundation for professional Civics and create a better atmosphere for professional nurturing and Civics, as shown in Fig. 3. The course design mainly includes sorting out civics education elements, constructing civics education resources, reforming course assessment methods, reforming teaching modes, and innovating teaching methods. To sort out civics education elements, it is necessary to first collect them, and to construct civics education teaching resources, it is necessary to first revise the curriculum teaching objectives.
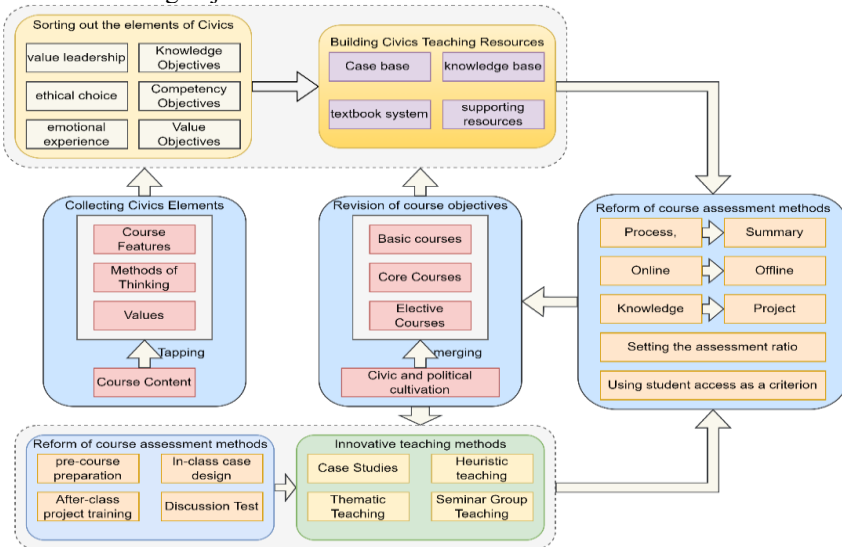

Fig. 3. Integrated pedagogical design of "Curriculum Civics"

4.3   Enriching the Second Classroom, Extending from Inside to Outside the Classroom, and Improving Practical Innovation Ability

Taking students as the center, a series of on-campus and off-campus quality activities are designed to extend the civic education from inside the classroom to outside the classroom. Give full play to the exemplary role of student party members and student cadres, so that students can get more knowledge of ideology and politics, and improve their practical ability and humanistic quality.

4.4   Building a Quality Assurance and Evaluation System for the Construction of Civics Education

With the goal-oriented (OBE), the satisfaction of the teaching audience as the core index, and process management as the means, the quality assurance and evaluation system of civics education has been established to improve the teaching effectiveness[10]. Taking into account the specific conditions of specialized courses, the construction level of course Civics is considered from the aspects of resource construction, collaboration status and teaching effect. It adopts the combination of "top-down" and "bottom-up" evaluation, and at the same time emphasizes the combination of qualitative and quantitative, takes into full consideration of individual differences and the characteristics of the development stage, establishes multi-dimensional evaluation indexes, and promotes the improvement of the level of the construction of Civic and Political Education through multiple initiatives.

5   Conclusion

The construction of civics education of professional courses can promote colleges and universities to explore and practice the innovation of parenting mode. The construction and reform of professional course civics education is explored in the context of engineering education, integrates the elements of civics education of professional course as an organic whole, and builds a collaborative working mechanism for civics education of professional course. With the core of civics education, it cooperates with the faculty party branch, student party branch, counselors, five education tutors, and general education of ideological and political courses to carry out the construction of professional course civics education as a whole. Through the organic integration of professional courses and Civic and Political education, a unique model of human education is formed, which provides the national universities with experiences and models to learn from.

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