BLENDED TEACHING APPLICATION ON IDEOLOGY AND POLITICS COURSES IN SICHUAN UNIVERSITY THROUGH OBE CONCEPT, CHINA

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ABSTRACT

The objectives of this study were: 1) to study the current situation of students' learning in ideological and political courses in private colleges and universities; 2) to explore the feasibility and reasonableness of blended teaching in ideological and political courses in private universities; 3) to provide experience and ideas for improving the teaching quality of ideological and political courses in private colleges and universities by analyzing the design and actual effects of blended teaching based on the OBE concept.

The subjects of this study are teachers and students of Sichuan University Jinjiang College, a total of 23,000 people, using a mixed research method to conduct quantitative and qualitative research, conducting purposeful interviews through 10 teachers and 20 students, using questionnaires for purposeful and random sampling, with a sample size of 394, and carrying out blended teaching and learning practices based on the concept of OBE.

The result of this study found that 1) students' participation in the blended teaching classroom has been greatly improved, 90.2% of the students expressed their willingness to actively participate in the classroom activities; 2) there is a significant improvement in the learning ability of students, more than 90% of the students' ability to learn independently and the ability to search for information, etc., have been significantly improved in the process of blended teaching; 3) the feasibility of blended teaching of ideological and political courses in private universities is strong, with 94.12% of the students expressed satisfaction with the blended teaching mode, which is high and worthy of promotion.

Keywords: OBE Concept, Private Colleges and Universities, Ideological and Political Courses, Blended Teaching

INTRODUCTION

The Taylor Principle is the four fundamental questions that Taylor identified in his book The Fundamentals of Curriculum and Instruction that must be answered in the development of any curriculum and instructional programmed, and the four questions highlighted among the four basic issues of the Taylor Principle, the educational objectives are the starting point and destination of curriculum development and are the core of curriculum development. The main aspect of curriculum development is what methods are used and which teaching methods are used. The OBE concept is based on the theoretical foundation of the Taylor Principle and develops an outcome-oriented model of teaching and learning with the achievement of learning outcomes as the goal. "The OBE emphasizes the learning outcomes as the starting point and destination of student learning, and is based on the principle of 'top-down' 'reverse design', where the intended learning outcomes are determined from 'needs', so that students know what the learning outcomes are and why they need to achieve them. What approaches to attainment are effective in helping students to achieve the learning outcomes?. Achievement is assessed so that students know whether they are achieving the learning outcomes and that continuous improvement can be made.

The classification theory of educational objectives was proposed in the 1950s, and the theory was recognized and widely adopted by the educational community. Initially, Blooms classified educational objectives into six levels: knowledge, understanding, application, analysis, synthesis and evaluation. As research on the theory continued, in 2001, Anderson et al. proposed a two-dimensional framework of educational objectives, including the knowledge dimension and the cognitive process dimension, based on the original one-dimensional approach. The knowledge dimension is divided into four main levels: factual knowledge, conceptual knowledge, procedural knowledge and metacognitive knowledge; the cognitive process can be divided into two parts from low to high, which are lower-order ability and higher-order ability. Lower-order ability includes memory and comprehension, while higher-order ability includes understanding, application, analysis, synthesis and evaluation. In traditional classroom teaching, teachers usually explain the teaching content so that students can memories and understand it, but the part of application and analysis is missing, neglecting the cultivation of students' technical and emotional ability objectives, which is not conducive to the development of students' higher-order abilities. In the two-dimensional classification framework of the classification theory of educational objectives, with a clear classification of knowledge and a clear classification process, it provides a basis for teachers of various disciplines to refer to the classification system of objectives, and also provides a strong applicability and operability for the formulation of educational teaching objectives. Teachers can determine teaching objectives from a two-dimensional perspective and use the teaching methods used to initiate teaching activities, taking into account the actual classroom situation and the characteristics of the curriculum.

Through the above-mentioned discussion, this paper develops the corresponding course objectives, course content and course evaluation based on the principle of classification of educational objectives when designing the blended teaching of the course "Situation and Policy" based on the OBE concept. The course aims, course content and course evaluation are based on the principle of classifying educational objectives. The course makes full use of information technology resources and means to break through the original traditional classroom teaching mode, reflecting "student-centered" and "teacher-led" in the whole teaching process. In the classroom, students are given the opportunity to analyse and solve problems in teamwork through group work, and then they are given the opportunity to evaluate and improve their thinking in a variety of ways.

Xi Jinping (2018) talk about the strength of a country is due to its people, and the development of human resources is due to learning. The new era opens a new journey of higher education

with Chinese characteristics, the new era of colleges and universities should effectively grasp the importance of political education, to fully implement the Party's education policy, to solve the fundamental problem of what kind of people to train, how to train people, and for whom to train people. In order to cultivate generations of socialist builders and successors, and add strong youthful energy to realize the Chinese dream (Xu Yao, 2021). Therefore, comprehensively promoting the high-quality construction of ideological and political courses in colleges and universities is an inevitable requirement for implementing the fundamental task of cultivating people with moral character.

Continuing to promote the ideology and politics curriculum reform, in accordance with the student-centered, teacher-led, before-class, during-class, after-class integrated design requirements, the students as the main body of the classroom, changing the original teacher as the classroom-led role of knowledge authority, in the classroom innovation, hybrid teaching, evaluation mode, online course resources and other aspects of a better response to the "after 00 "The course has gradually changed the indoctrination mode of education, which is mainly based on the transfer of knowledge, and set the requirement for students to "jump" to get the course-online learning before class, so that students can get busy and effectively The quality of teaching and learning is improved (Geng Xuilian, 2019). The curriculum provides a student-centered learning model and approach to learning, increasing the level of academic challenge and urging students to strengthen their intrinsic drive for learning (Shi Haili, 2022).

Therefore, to promote the reform of ideological and political curriculum needs to transforming students from children to young adults, from passive learning to active learning, and from blind learning to active learning, thus releasing the potential and energy of teachers and students, and realizing a university environment that is fundamental to students' healthy growth, learning-centered and interest-oriented.

Applied talents in higher education, as opposed to academic talents, are those who possess certain professional knowledge and professional skills and are able to transform the results of academic research into social productivity or apply such social productivity to social production practices and can directly create social material wealth (Shi Qiuheng, 2019). The ideology and politics course can help young students establish a correct world view, outlook on life and values, cultivate good civic ethics and a sense of social responsibility, and learn to learn, collaborate and communicate. On the basis of enhancing professional skills, they will continue to improve their political, ideological, moral and scientific and cultural qualities, so as to become a strong backing force for building a well-off society and achieving the great rejuvenation of the Chinese nation (Huang Ying, 2012).

Therefore, among the comprehensive qualities and professional abilities that applied talents should possess, except for business qualities and professional abilities, the cultivation of other qualities and abilities should be the combination point between the teaching of ideology and politics and the training objectives of applied talents, and also the function that the teaching of ideology and politics should play.

LITERATURE REVIEWS

The Taylor Principle is the four fundamental questions that Taylor identified in his book The Fundamentals of Curriculum and Instruction that must be answered in the development of any curriculum and instructional programme, and the four questions highlighted in the OBE philosophy.

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Through the above-mentioned discussion, this paper develops the corresponding course objectives, course content and course evaluation based on the principle of classification of educational objectives when designing the blended teaching of the course "Situation and Policy" based on the OBE concept. The course aims, course content and course evaluation are based on the principle of classifying educational objectives. The course makes full use of information technology resources and means to break through the original traditional classroom teaching mode, reflecting "student-centered" and "teacher-led" in the whole teaching process. In the classroom, students are given the opportunity to analyse and solve problems in teamwork through group work, and then they are given the opportunity to evaluate and improve.

Blended learning approach refers to a combination of online and face to face methods in response to learner need and for the achievement of instructional objectives. In order to match with this expectation, nursing has been influenced by both theoretical and clinical practice. Blending represents a fundamental change in the way teachers and students approach the teaching-learning experience. The practice of using technology to deliver coursework in Universities worldwide has seen a veritable explosion in adoption. The study aimed at determining utilization scale of engagement in use of blended approach mode in teaching and learning in Kenyan universities. This study applied mixed design method in order to obtained detailed information from the study participants of interest to the researcher. The study involved conducting teaching and managing one fourth-year course "NRSG 400: Education Concept and Teaching Strategies in Nursing" in the selected study sites for one trimester, by use of blended mode and conventional teaching and learning strategies. Four out of nineteen (4/19) universities in Kenya that offered Bachelor of Science in Nursing were sampled by use of convenience non-probability sampling. The sample population included two public and two private university. One public and one private university were used as experimental group and control group respectively. The study participants comprised of only general nursing lecturers and fourth year nursing students. Consent forms were filled from the study sites and study participants, anonymity and confidentiality during the study period was maintained. Data was collected by use of observation, self-reported questionnaire, followed by structured focused group discussion at the four study sites. Descriptive and inferential data was processed and analyzed in order to generate simplified information. A total population of (n = 486) comprised of 175 (36.0%) male and 311 (64%) female participants who consented for the study. The students had a mean age of 22 years. 302 (62.1%) students were motivated to adopt and use blended mode of learning while, 386 (79.4%) students did not have confidence in eLearning

mode. 302 (62.1%) students disagreed with the appropriate time and place for use of blended learning. (60.7%) disagreed that information uploaded on Moodle platform was credible. Furthermore, 376 (75.1%) students stated that they had experience problems with use of learning platform.109 (22.4%) student's greed that Moodle interface was easy to use. 402 (82.7%) students indicated that they had experienced internet discussions while. More emphasis during sensitization needs to be done in order to increase high level of engagement and utilization of the same in order to address anxiety among students therefore lecturers need to offer continuous support to students as a good gesture role model. Conclusion: There is utilization of blended teaching and learning mode among universities offering Bachelor of Science in Nursing in Kenya but not fully utilized as shown in the above and similar studies in the world.
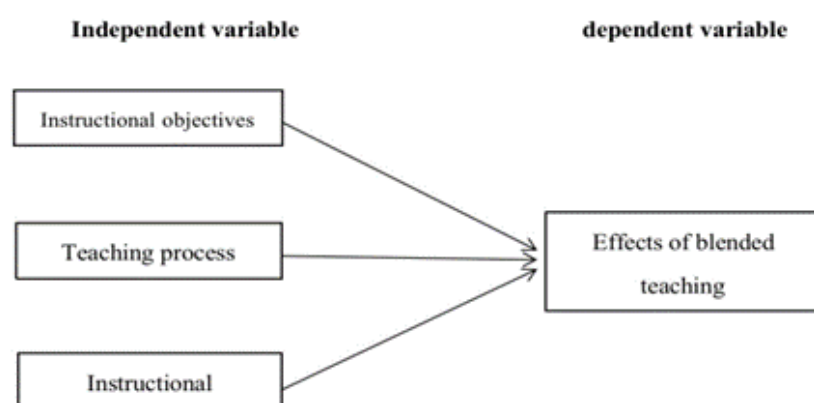

Figure 1 Conceptual Framework

RESEARCH METHODOLOGY
Population and sample Group
The subjects of this study are teachers and students of Sichuan University Jinjiang College, a total of 23,000 people, using a mixed research method to conduct quantitative and qualitative research, conducting purposeful interviews through 10 teachers and 20 students, using questionnaires for purposeful and random sampling, with a sample size of 394, and carrying out blended teaching and learning practices based on the concept of OBE.

Research Instruments
The hybrid teaching design in this study is based on the OBE concept, i.e. the "reverse design" of the training objectives, employment direction and curriculum system based on the idea of effective education, i.e. the training objectives and curriculum system are designed according to the achievements that graduates in this profession can achieve in the next few years in enterprises, so as to develop The teaching objectives and teaching tasks of each course are designed, and in the actual teaching process, formative assessment is used to continuously measure the achievement of the teaching tasks and teaching objectives, and ultimately to obtain the achievement of the graduation requirements of the whole profession. This formative assessment of teaching and learning is the most central element of the New Business Education professional accreditation.

Data Collection
The questionnaire was a rating scale with 5 levels: highest, high, moderate, low, and very low. The researcher has developed an improvement from the research questionnaire. By the Likert Scale (Likert, 1932) the questionnaire is divided into 3 parts are:

Part 1 The status of the respondents It was a multiple-choice question with 2 questions to the demographics of the respondents.

Part 2 To study the impact of the implementation of classroom activities on the effectiveness of teaching and learning. It is a 5-level estimation scale question asking about practical process skill development teaching mode in general technology is divided independent variable into 3 areas as follows:

Instructional objectives
Teaching process
Instructional evaluation

Part 3 An analysis of the outcome factors influencing the effectiveness of blended teaching. It is a 5-level estimation scale question asking about factors of linguistic landscape as dependent variables are divided as follows:

Effects of blended teaching.

Data Analysis and Statistics
1) Frequency distribution
2) Percentage value
3) Average (X)
4) Standard Deviation (S.D)
5) Multiple Regression
.

RESEARCH RESULTS

In the data analysis, the researcher has presented the results according to the purpose of the research by dividing the presentation into 2 parts as follows:

Part 1 Factors affecting blended teaching in Sichuan University Jinjiang College.

Part 2 The result of data analysis

Part 1 Factors affecting blended teaching in Sichuan University Jinjiang College Data analysis. This paper researches and analyzes the influencing factors and teaching effects of blended teaching, mainly including teaching objectives, teaching process, teaching evaluation and teaching effects to analyze the data, as shown in Tables 1 to 4:

Table 1 Mean Standard Deviation and Statistic Significant of Instructional objectives

Instructional objectives	$\overline{X}$	S.D.	Significant	CV%	Level
Through online independent study, students can master the basic theoretical knowledge of the discipline	3.62	.809	Agree	22.35	3
Through cooperative learning, students are better able to apply what they have learned flexibly	3.25	.926	Moderate	28.49	1
Through inquiry learning, it can stimulate students' interest in the subject matter	3.56	.897	Agree	25.20	2
Total	**3.48**	**.877**	**Moderate**		

Table 1 shows the influencing factors of instructional objectives on the effectiveness of blended teaching in Sichuan University Jinjiang College. Through online independent learning, students can master the basic theoretical knowledge of the subject. Through cooperative learning, students can better apply what they have learned flexibly. Through inquiry learning, students can stimulate their interest in learning the subject. In conclusion, Table 2 shows the influence of these factors on the effect of blended teaching in Sichuan University Jinjiang College, and the analysis shows that students can flexibly apply the knowledge they have learned through cooperative learning to play a prominent role in the setting of teaching objectives, followed by stimulating the interest of students in the subject, which puts forward a higher demand for the setting of blended teaching objectives, and pays more attention to the

students' ability objectives and the cultivation of quality objectives, from the traditional teaching focus on the subject to the development of the students' ability. This puts more demands on the setting of blended teaching objectives, which should pay more attention to the cultivation of students' ability objectives and quality objectives, and get rid of the traditional teaching objectives that emphasize students' knowledge.

Table 2 Mean Standard Deviation and Statistic Significant of Teaching process

Teaching process	$\overline{X}$	S.D.	Significant	CV%	Level
Blended teaching classroom atmosphere is active and students' classroom participation is high	4.23	.653	Agree	15.44	3
Blended teaching methods are flexible and students like it	4.21	.687	Agree	16.32	2
Through classroom group presentations, students can quickly grasp the key points of the course	4.19	.688	Agree	16.42	1
Total	**4.21**	**.676**	**Agree**		

Table 2 shows the influencing factors of teaching process on the effectiveness of blended teaching in Sichuan University Jinjiang College. Increase students' classroom participation by enlivening the classroom atmosphere. Diversified teaching methods preferred by students. The use of classroom group presentations to enable students to quickly grasp the key points of the course. In conclusion, Table 2 shows the influencing factors of these factors on the blended teaching effect in Sichuan University Jinjiang College, through the analysis of the results show that the students through the small group classroom demonstration, so that students can quickly master the important and difficult points of the course is the key factor affecting the blended teaching effect, followed by the adoption of diversified students' preferred teaching methods, which requires that in carrying out the process of blended teaching should be highlighted to the students as the center. The classroom gives full play to the student's main position, and teachers should also continue to learn the teaching methods that students like, so that students can actively participate in the classroom.

Table 3 Mean Standard Deviation and Statistic Significant of Instructional evaluation

Instructional evaluation	$\overline{X}$	S.D.	Significant	CV%	Level
Students are able to complete online resource learning independently and interact with teachers	3.97	.886	Agree	22.32	2
Students listen to lectures with high quality and complete group discussions and presentations seriously	4.25	.633	Agree	14.89	3
Students are able to complete post-course assignments, summary reflections and course tests with high quality	4.13	.933	Agree	22.59	1
Total	**4.12**	**.817**	**Agree**		

Table 3 shows the influencing factors of instructional evaluation on the effectiveness of blended teaching in Sichuan University Jinjiang College. Interaction with the instructor through students' self-completion of online course resources. Quality of students' listening and classroom activity and group discussion and classroom presentation. High-quality completion of post-class assignments and course tests. In conclusion, Table 3shows the influencing factors of these factors on the effectiveness of blended teaching and learning in Sichuan University

Jinjiang College, through the analysis of the results, students through high-quality completion of post-course assignments, summarized reflections and course tests are the key factors affecting the effectiveness of blended teaching and learning, followed by independent completion of the course online course resources, and interaction with teachers. The course evaluation of blended teaching should adopt the evaluation of diversified formative evaluation. That is, process evaluation and summative evaluation are combined to emphasize the students' learning process, and timely feedback on students' learning should be emphasized in the teaching process.

Table 4 Mean Standard Deviation and Statistic Significant of Effects of blended teaching

Effects of blended teaching	$\bar{X}$	S.D.	Significant	CV%	Level
Blended teaching's online courses are resourceful and students' interest in learning is strong	3.62	.723	Agree	19.97	3
Students are satisfied with the organization of the blended teaching classroom, and the classroom atmosphere is active	3.67	.744	Agree	20.27	2
Students are satisfied with the organization of the blended teaching classroom, and the classroom atmosphere is active	3.47	.722	Moderate	20.80	1
Total	**3.59**	**.730**	**Agree**		

Table 4 shows the influencing factors on the effects of blended teaching in Sichuan University Jinjiang College. By enriching the teaching curriculum resources, diversifying the classroom organization, and enlivening the classroom atmosphere, the comprehensive ability of students can be improved finally. In conclusion, Table 4 shows the influencing factors of these factors on the blended teaching effect of Sichuan University Jinjiang College, through the analysis of the results, through the blended teaching, the students' comprehensive ability has been significantly improved is the key factor affecting the effect of blended teaching, and secondly, the students are satisfied with the form of classroom organization of the blended teaching and the active classroom atmosphere. Through the blended teaching mode, students complete the mastery of basic knowledge before class, participate in group tasks and other learning activities in class, focus on the exercise of students' analytical ability and teamwork ability, and gradually move from the cultivation of low-order ability to the cultivation of high-order ability.

DISCUSSION & CONCLUSION

This study adopts the OBE education concept, results-oriented teaching design, always focusing on students' learning outputs in the whole teaching process, which can reflect the concept of student-centeredness, so that teachers and students are always clear about the learning objectives, so that each student can obtain the corresponding learning outcomes at the time of learning or after learning, and effectively reach the goal of cultivating the students' professional qualities and professional skills, which is in line with the current national This is in line with the current national requirements for the ideology and politics course. The Ministry of Education's working program for comprehensively promoting the construction of "big ideological and political courses" in 2022 mentioned that the classroom vitality of ideological and political courses should be fully stimulated, high-quality curricular resources should be enriched, and practical teaching should be carried out in depth.

In this study, through the investigation of private colleges and universities students' current learning conditions, learning status quo, we found that most of the students in the traditional

classroom learning efficiency is not high, lack of motivation to learn, and further analyze the reasons for this is that the traditional classroom organization is relatively single, the content of the lecture is based on theoretical knowledge, and the students fail to participate in learning activities, and the teaching resources are relatively boring, lack of attraction, so that the students lose interest in learning, lack of learning initiative, and the students lose interest in learning. Students lose interest in learning, lack of learning initiative. These existing problems are consistent with previous research, for example, Lv Jie's research in 2019 found that the traditional classroom educational resources are limited, the teacher's classroom is unattractive, and the students' motivation to learn is poor.

Through the research analysis, the blended teaching effect and the gender of students, the grade in which the correlation is not large, but the setting of teaching objectives, the implementation of the teaching process and the evaluation of teaching are the key factors affecting the effect of blended teaching, so each link in the design and implementation of blended teaching needs to be completed in accordance with the characteristics of the students and their needs, so as to achieve the corresponding effect. However, there are certain difficulties and problems in the actual teaching process, such as: teachers' proficiency in the operation of the teaching platform affects the classroom teaching effect; when students learn online on the teaching platform, teachers are unable to supervise and manage students' learning in real time; when students learn in group cooperative learning, teachers are unable to determine whether all the students have completed the learning tasks on time and whether the corresponding ability has been improved. Online platform learning, students have to do without the supervision of teachers and parents, in the network environment to complete the teaching task independently, which puts forward high requirements for students. In the face of the rich network, it is difficult for students not to be disturbed by network information not related to learning, and it is inevitable that online learning time is short, attention is not focused, and the learning effect is not good, which is a problem that teachers should focus on. In the process of blended teaching, teachers should utilize the mobile teaching platform and pay attention to the students' learning process in a timely manner through the platform's background data, including the learning time, learning frequency, learning task completion rate, etc. It is necessary to play the role of the teacher's guidance and help, and to supervise the students to complete the learning of online learning resources in a timely manner. It is also necessary to let students understand the connotation of blended learning, understand what should be done, clarify the purpose of learning, and understand the meaning of it, so that students can change from passive learning to active learning. In order to stimulate students' motivation and initiative in learning, a reward mechanism can also be set up to play an encouraging role. The learning process of students should be evaluated, analyzed, and fed back, so as to adjust and improve the design of online learning resources and the setting of learning tasks in a timely manner.

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