Research on a Blended Teaching Model for College English Based on Ideological and Political Courses

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Abstract: The incorporation of ideological and political education with foreign language instruction is the most significant feature of the evolving contemporary higher education system. As expected, more socially conscious and attentive people will be produced. The "New Media Animated Interaction Technology" course, which incorporates aspects from digital art, computer technology, and information design, serves as a framework for this study's assessment of the novel approaches to teaching politically and ideologically challenging topics. Its objective is to produce highly trained individuals who can employ modern technology in innovative methods. This course integrates theoretical knowledge with real-world application, focusing special emphasis on the fundamental concepts of new media and how they could be used in real-world situations. The course integrates both cultural stories from another nation and teaching strategies based on Bloom's Hierarchy to generate an implicit education. The teaching approach emphasizes student-centered education and it is a combination of online and traditional offline components. The student's performance is evaluated using formative and summative assessments, and a satisfaction survey revealed that the integrated learning behaviors increase the efficiency of ideological and political learning. The findings demonstrate a high level of student satisfaction and an enhanced comprehension of the material covered in the course, highlighting the possibility of integrating modern forms of media with more conventional approaches to education.
Keywords: Ideological; political; Bloom's Hierarchy; education system

1.INTRODUCTION

The field of higher education is characterized by a continuous evolution in educational approaches, which requires educators to adapt and innovate to fulfill the ever-changing requirements of today's students. In that environment, incorporating ideological and political courses into the

curriculum has gained significance since it seeks to provide students with academic knowledge and in-depth knowledge of the dynamics of society and politics. The integration changed college and university English instruction (He et al., 2021; Liu & Tsukamoto, 2021). Traditional college English classes enhance students' language proficiency and their knowledge of grammar and writing. Integrating ideological and political topics into these classes has allowed teachers to explore innovative methods to encourage students' conceptualization and social consciousness (Savski, 2023). The unique approach to education, which combines English classes at the college level with courses on ideology and politics, isn't simply an experiment in the world of academia; instead, it exemplifies a new method of teaching that is congruent with the overarching goals of cultivating citizens who are responsible, involved, and educated (Belas & Hopkins, 2019).

There is a strong case for adding ideological and political courses to the English-language curriculum of colleges and institutions. Language isn't a medium for communication; it is a mirror that reflects the culture it was developed to serve. Therefore, language and its use directly affect society's political, cultural, and social values. In a college or university academic curriculum, understanding that language reflects society's ideology and politics is an excellent method to improve English (Kumar & Kumar, 2019; Li, 2020). Students' learning experiences are improved by including ideological and political studies in college English education systems, and they are also given the tools they require to conduct in-depth analyses of the language they use daily (Xiao & Ren). After learning this, they can better understand what political speech means, identify discrimination in the media, and find out the ideas behind national and international events. The increased awareness helps cultivate abilities to evaluate information and form well-informed, responsible citizens who can participate in the democratic process with deliberation (Hadjichambis & Paraskeva-Hadjichambi, 2020).

Knowing and embracing various perspectives is a crucial ability in a society that is becoming more interconnected. Incorporating ideological and political courses into the College English curriculum exposes students to a wide range of ideas and cultural contexts. The experience broadens their perspectives and develops understanding, flexibility, and tolerance (Xu & Knijnik, 2023). College English with ideological and political courses improves students' international discourse. International diplomacy, trade, and collaboration depend on language, the leading media. Students proficient in English engineering and socio-political aspects are better

prepared for a globalized world (Cooper, 2019).

This study aims to find a new and exciting method to teach English in college by combining political and ideology classes. We require students who are involved, informed, and empowered by combining language skills with logical reasoning about social and political problems. This study serves the evolving requirements of higher education by offering students the skills they require for an interconnected and engaged society.

The study components might be classified: We will discuss the related works in Section 2. The approaches are discussed in Section 3. The experiment's findings are presented in Section 4. The last section of this paper, section 5, is the conclusion.

2. RELATED WORKS

The study (Cai, 2022) examined the ideological and political course that college English courses decide to explore in the setting of heterogeneous teaching methods. They focused on the difficulties and techniques used in that educational framework as teachers of English addressed ideological and political issues. The research (Jian, 2023) analyzed innovative teaching techniques for advanced political and ideological education in English. By providing information on effective teaching methods in the field, they aim to improve students' comprehension of political ideas and concepts in the English language setting.

The author (Li, 2022) examined methods to improve college English course standards in the ideological and political education framework. They focused on methods and techniques for enhancing English training while considering the influence of political and ideological factors. They provided insights into the connections between ideological factors and language instruction in a university setting. The article (Yu, 2023) explored the potential for improving learning results of the "Online+ Offline" blended education strategy used in college English courses. They investigated the advantages and difficulties of this hybrid approach, illuminating its efficacy in the context of modern education.

The study (Liu, 2022) addressed developing and using a blended teaching approach for college-level English that includes "Internet+ Education." They investigated how technologies can enhance English learning in higher education to achieve better learning results. They offered perceptions into the mixing of traditional and online teaching methods. The study (Du, 2023) used a Production-oriented Approach (POA)-based methodology to

assess the integration of political and ideological education into mixed college-level public English instruction. They concentrated on enhancing educational effectiveness and provided insights into advanced educational practices by integrating political philosophy with English language instruction.

The article (Huang, 2023) explored the incorporation of political education and ideology utilizing the Content-Based Instruction (CBI) teaching method in English for Specific Purposes (ESP) courses. They examined the results of include political material in language instruction. They emphasized the value of logical reasoning and an understanding of ideologies in ESP education to promote a stronger understanding of linguistic and political problems. The study (Qiu, 2023) developed the framework for curriculum ideology and politics explored the "Internet plus" technique for evaluating college English. They intended to enhance teaching strategies while enhancing the evaluation of college-level English courses through the incorporation of online resources and digital technology into the curriculum.

A mixed teaching model framework was used to construct and investigate ideological and political courses in college English in article (Majeed & Rehan Dar, 2022). To encourage a thorough teaching strategy, they investigated the philosophies and methods for adding political knowledge into the college English curriculum. The effectiveness of integrated learning in English as a Second Language (ESL) programs was examined in the study (Majeed & Rehan Dar, 2022). In ESL education, the use of mixing in-person and online training was investigated. They investigated the mixed method to enhance learning outcomes and offered valuable data on modern pedagogical techniques for ESL students.

The efficiency of blended learning in higher education was demonstrated by the research (Kamaludin et al.). They examined the online learning resources and tools compared to traditional classroom instruction. They assessed blended learning's contribution to enhancing teaching and learning outcomes at higher education institutions through empirical research, offering insights into its potential advantages and disadvantages. A political and ideological online instruction system's development and implementation in higher education institutions were covered in the study (Xiaoyu, 2021). They emphasized the need of utilizing technology to support these educational activities and advised developing a successful communication system.

The research (Wang et al., 2021) examined blended learning and English as a Foreign Language (EFL) instruction at Chinese colleges. They

evaluated the learning environment and learner perceptions to determine whether Chinese EFL students adopt blended learning methodologies. Online language learning educators and institutions can utilize the information to improve their experiences. The author (Wang & Wen, 2023) examined ideological and political courses integration in mixed-mode college English courses. They focused on the various methods and techniques to include these components successfully. They highlighted the importance of a comprehensive education by expanding the understanding of the relationship between language learning and ideological development in higher education.

The research (Li, 2021) investigated the political and ideological teaching was implemented indirectly in academic institutions. They examined the methods and approaches used by these institutions to carry out ideological and political education without providing direct instruction. They described the intricate techniques in such training was incorporated into the classroom and its impacts on students' perceptions and values. The author (Dong, 2022) examined three-dimensional mixed ideological and political courses through deep learning. They used technology and traditional teaching methods to engage and educate ideological and political material. They also discussed course design and implementation to enhance education and promote creativity.

The study (Dandan, 2022) examined the recent developments implemented into integrated college English teaching, emphasizing ideological and political education. They evaluated that incorporating current events into English classrooms would help students comprehend political concepts and perspectives. They offered the developments were able to create an excellent education in a blended learning setting. The research (Yun et al., 2023) evaluated the effectiveness of the instruction using an innovative, deep learning-based ideological political education platform. They analyzed the efficacy and impact of the system, which aims to improve the standard of political ideology teaching through innovative artificial intelligence methods. They offered perceptions that deep learning could enhance ideological education.

The author (Jiang & Sohail, 2022) investigated the use of intelligent education, as implemented through interactive modeling, in higher educational platforms focused on ideological and political instruction. They examined the application of technology could improve the quality of the educational experience in this setting, which could have implications for the efficiency of education in that field. The article (Gui et al., 2023) investigated integrating data-driven teaching techniques and ideological

political teachings in a blended approach. They examined the theoretical and experimental elements of the combination. By utilizing data-driven methodologies and ensuring that ideological and political education was included in the curriculum, they expected to improve educational outcomes while encouraging a whole-person approach to teaching.

3. METHODOLOGY

Using the "New Media Animated Interaction Technology" course as an example, this study aims to use innovative methods to teach sensitive political and ideological lessons. This study combines art and technology more connected by combining digital art, computer technology, and information design. The organization aims to develop skilled people who can use new technologies to create functional artistic solutions. It exemplifies how "technology, art, and the humanities" can operate together.

3.1 Instructing on design fundamentals

Students who want to specialize in new media animation must take "New Media Animated Interaction Methods." This professional education course gives theoretical information and practical skills are equally valued. Its primary focus is on basic ideas in new media and how to use connecting technology in real life. Many courses focus on exploring the variety and involvement provided with new media and interactive technology. The course's teaching style is shown in Figure 1.
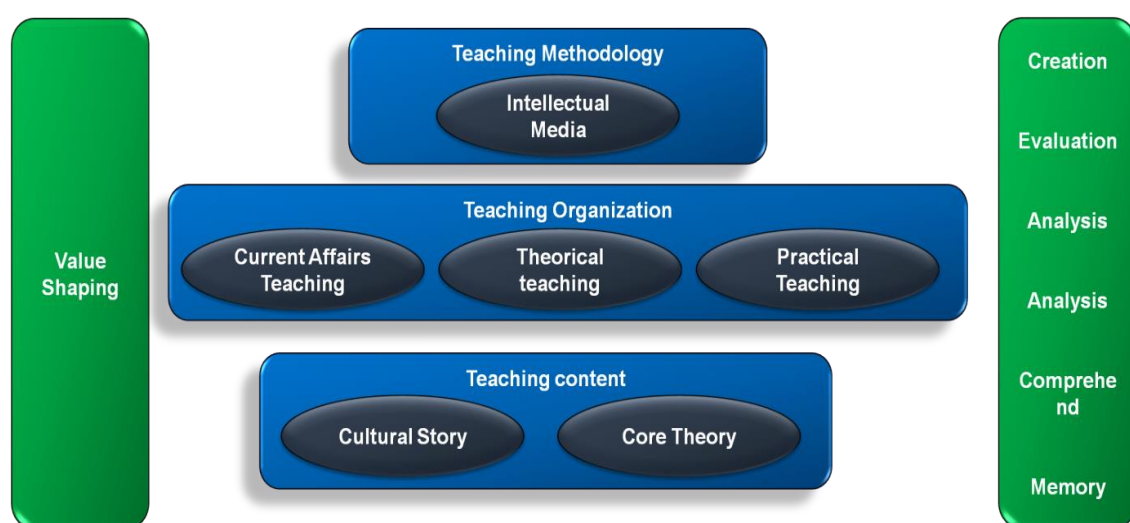

Figure 1: Instruction on the Development of New Media Animated and Interaction Technology

The educational objectives are in connection with the institution's

distinctive characteristics, national professional standards, professional classifications, and requirements for quality instruction at the national level. Our main goal is to develop excellent digital media employees with solid moral principles and perfect conduct. With teaching methods based on Bloom's concept (Youmei & Yi, 2019), we integrate implicit education throughout the educational process. Theoretical education, practical training, and real-world applications comprise our teaching activities' three categories. Explicit educational material that supports each component is integrated within it. The implicit educational material is divided into two main categories: fundamental theories based on Marxist philosophy and the sharing of dissemination of stories from another culture, which cover cultural assurance, social responsibility, humanity, a sense of nation and other concepts. We use Bloom's Hierarchy teaching techniques in a vertical strategy to impart values while attaining our course knowledge objectives, competence growth, and values-driven goals.

3.2 Developing educational materials with an ideological and political perspective

The approach that political and ideological lessons are presented is shown in Table 1.

Table 1: Designing Ideological and Political Education

Instructional Module	Classification	Political and Ideological Elements
Knowledge of Digital Media Theory	Culture Confidence Building	Chinese culture and digital art will be combined in the Beijing Winter Olympics opening ceremony.
Virtual Reality (VR) And Augmented Reality (AR)	Recognizing outstanding innovators	Assessing the successes of businesses, including Xiaomi, Dapeng, Huawei, Lenovo, etc.
Involvement of The Multisensory System.	Social responsibility is encouraged	Comparative evaluation of innovative technology on a national and global level
Interacting with Audio and Visual Components.	The Foundational Ideas of Marxist Philosophy	Examining dialectical connections between phenomena and fundamentals, usage and knowledge, and materials and perception
Interacting with Hardware.	Innovation and entrepreneurship promotion	Examining innovative and professional success stories using instruments like Makey, Apple, and Arduino,

The sophisticated application of digital media art and technology is the main focus when introducing basic theoretical ideas in digital media. Students examine the engaging combination of "immersion + non-foreign tradition shaping," the visually arresting "ink style" effects, and the employment of "figurative" Chinese symbols of culture with an analysis of the inauguration ceremony of the Beijing Winter Olympic Games. The students' goals for their future careers are inspired by this experience, which also strengthens their bonds with socialist basic principles and gives them a greater sense of self-confidence in Chinese culture.

Xiaomi, Huawei, and Dapeng's success tales are examples in the presentation on augmented reality and virtual reality. For instance, Huawei's augmented reality map of the Dunhuang Mogao Caves encourages students to express confidence in their country and self-confidence while also appreciating the extensive cultural and creative history of ancient China. These instances highlight technological prowess and encourage student loyalty. A comparative examination of China's present progress in this area and innovative international technology is the main focus of the course on multisensory contact.

This motivates students to use science and technology to benefit their country while encouraging them to be conscientious of their concerns and develop an impression of accountability and social responsibilities.The focus of the course on auditory-visual interaction is the development of interactive audio-visual works that communicate art through sound and images. These works' content and organization are harmoniously contrasted, inclusive, and transformative, representing the fundamental principles of Marxist dialectical unity. For instance, the rational connection between matter and consciousness encourages learners to take a realistic perspective and search for the truth through real-world employees and research. The hardware interaction lecture presents Arduino and MakeyMakey development. Additionally, the innovative adventures of local people are provided to students, creating their interest in innovation and entrepreneurship. Students are motivated to develop their imaginative and creative abilities by hearing about successful entrepreneurial models. They are encouraged by this presentation to have more faith in Chinese college student's ability to succeed as entrepreneurs, much like Zack Burke and Bill Gates.

3.3 Designing the educational process

The team behind the "New Media Animated Interaction Technology" course developed a hybrid learning strategy that integrates both online and

offline components to achieve the course's learning objectives, according to the "student-centered" educational philosophy. Figure 2 depicts a specific teaching procedure.
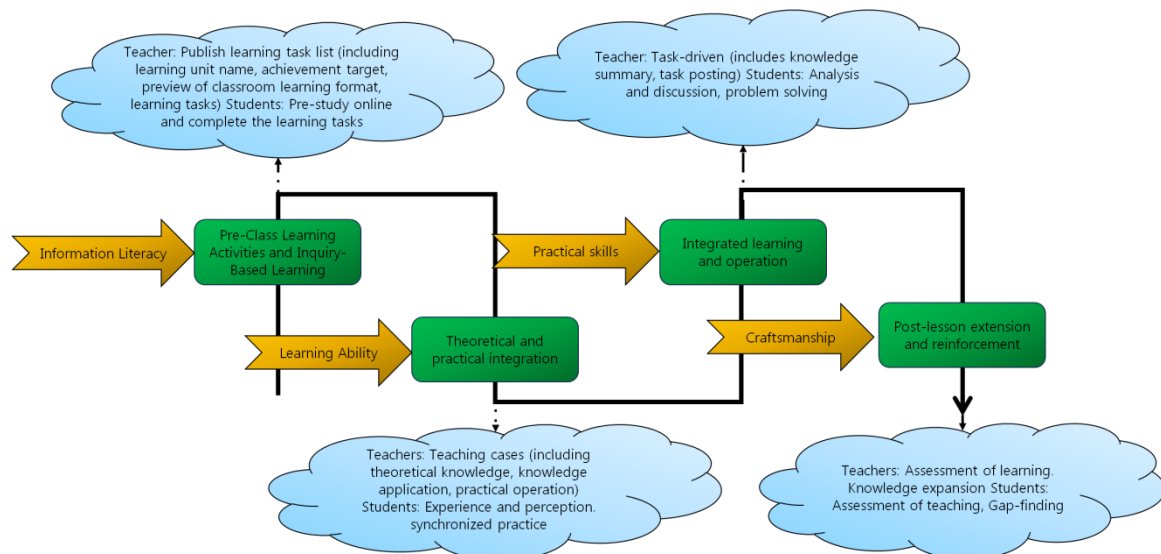

Figure 2: Instruction and education process

The first Pre-Class Learning Activities and Inquiry-Based Learning: During the initial pre-class learning stage, instructors create digital courses using the tools available on online media platforms. The designation of the learning unit, objectives, a preview of the classroom setup, and a list of necessary study materials are all disclosed in a weekly assignment list before each lesson. This list was created using previous knowledge and unit-related ideas. Once the instructor has distributed the assignment list, the students must identify, arrange, and master relevant information using various Intelligent Media channels. This stage is dedicated to encouraging students' independent learning and information literacy.

Fusing Theory and Practice in Teaching: During the classroom learning phase, teachers start with an overview of the previous lesson and then use an integrated teaching strategy that includes theory, practice, and current events within the particular unit. This method combines theoretical training with real-world applications and discussions of contemporary issues. Both teachers and students participate in teaching, learning, and practical exercises as they participate in interactive learning and hands-on activities. To extend students' perspectives and promote a balanced perception of social reality, this strategy alternates between theory and practice and suitably incorporates current events. In this stage, which follows Bloom's hierarchical model, students listen to narratives, understand their main points, and improve their learning capacity.

Multifaceted Interactive, Task-Centered Learning: In the practical stage,

teachers employ a task-driven teaching style and incorporate real-world professional "tasks" into the learning process to promote a positive learning environment. These assignments contain elements of ideology and politics, have a solid connection to the current topic, and include advice on approaching problems. Students develop solutions through evaluation and discussion, using their common knowledge and experiences. In this phase, students apply their newly gained information to real-world situations, examine problems, and develop professional skills. This stage corresponds to the application and analysis phases of Bloom's Hierarchy.

After-School Enrichment and Co-Creation of Teaching Resources: Marx's dictum that "the educator himself must be the educated" remains true in creating Civic Science courses, where cooperation between teachers and students is essential. With online teaching platforms, teachers develop teaching materials by extending knowledge, incorporating real-life events, and sharing cultural stories. Students' perspectives are expanded, and their knowledge is expanded as a result of this expansion. Students continue to develop unique content and suggest top resources simultaneously, enhancing the collection of instructional resources. Resources for the curriculum continuously improve in the dynamic interaction between teachers and students. Students express their distinctive ideas, develop their sense of manufacturing, and produce independent inventions during this period, which is compatible with Bloom's hierarchical paradigm.

3.4 Techniques for Evaluation

Through a combination of formative and summative evaluations, students' performance is evaluated. Formative assessment involves assessing things, including in-class participation, reports, and assignments turned in after class. In this, both teachers and students evaluate the practice process and post-class assignments, while both parties assess the classroom report together. In contrast, a test is used for summative evaluation. This study includes a variety of question types, including multiple-choice, terminology clarification, shorter answers, expository, and creative writing inquiries. Additionally, the expository and creative writing exams evaluate ideological and political components.

3.5 Data analysis

This study collected information from third-year college students (aged 20 to 21) who had successfully finished the course. A confidential questionnaire was used to manage the data.

The analysis determined that blended learning practices using intelligent media affect learning efficiency. Using the statistical package SPSS 29.0, it was determined whether learning practices and efficacy were related. The learning behavior data covered students' online behaviors, such as exploring course information, reading updates, accessing resources, downloading study materials, and participating in interactions such as online conversations, posting, quizzes, and evaluations by others. The overall final grade comprised the student effect data, which included consideration of regular performance, assignments, practical reports, and the final test.

A satisfaction survey was also carried out at the end of the training. Through surveys, students evaluated the success of the instruction by rating how satisfied they were with the ideological and political content, the instructional style, their desire to learn more, and the evaluation procedures. For this evaluation, questionnaires created expressly to assess satisfaction with ideological and political content and instructional methods were used. Each question was scored between 1 and 5 points on a scale from very dissatisfied to extremely satisfy.

3.5.1. Satisfaction Survey on Ideological and Political Content:

The analysis of all factors pertaining to a course or educational program. It rates these aspects on a scale from "Very Dissatisfied" (1) to "Very Satisfied" (5)Aspects that are evaluated include student satisfaction with the course's organization and design (A1), the integration of political and ideological content with subject knowledge (A2), familiarity with traditional culture (A3), improvement in professional ethics (A4), improvement in teamwork and interpersonal communication (A5), knowledge of socialist values (A6), concern and awareness for social issues (A7), understanding of scientific and technological advancements (A8), and fostering ethical behavior. The evaluation enables a thorough review of the course's effects on numerous factors, including educational efficacy and alignment with political and ideological objectives.

3.5.2. Evaluation of the Method for Ideological and Political Instruction's Satisfaction:

We evaluate many facets of a teaching or educational approach using a rating scale ranging from "Very Dissatisfied" (1) to "Very Satisfied" (5). A1: Examining the background, spirit, and rules of the subject; A2: The effectiveness of the storytelling teaching method; A3: Using images and

videos for instructional purposes; A4: Integrating online and offline resources; A5: Using brief videos and WeChat push notifications; A6: Including case studies; A7: Creating student work; A8: Using official statements in the teaching approach. It offers a thorough analysis of all the components and methods used in the teaching or instructional strategy, enabling one to evaluate how they affect the learning process and participants' overall satisfaction.

4. RESULTS

Figure 3 illustrates the findings derived from an investigation into the effect of integrated learning behaviors on the efficiency with which intelligent media was used for learning. The following gives the definitions of P and r (Table 2).
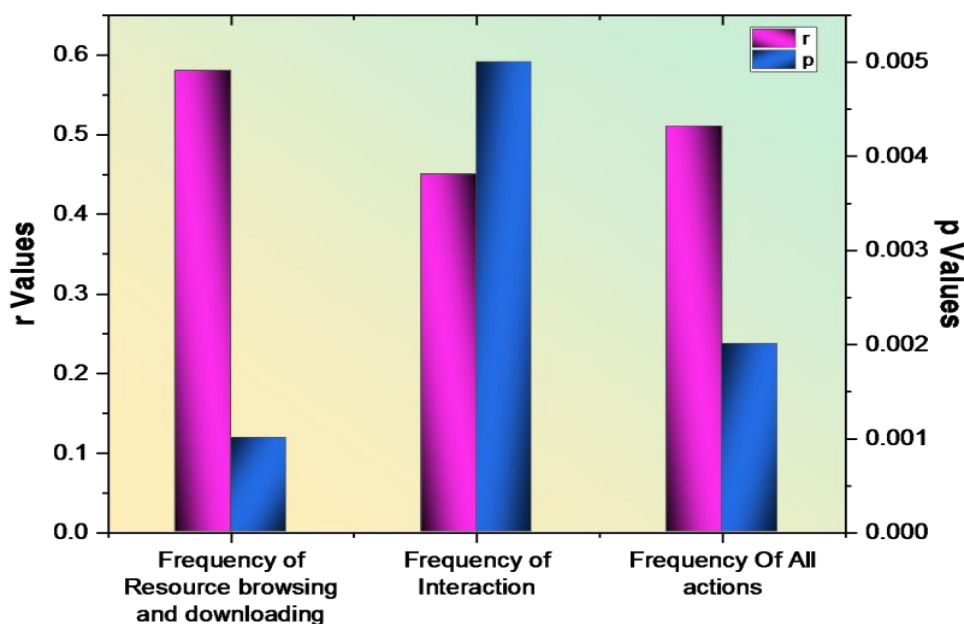

Figure 3: Intelligent Media Improves the Efficiency of Learning

Table 2: P and r values and ranges

P And R Values and Ranges	Correlation Strength
$P < 0.01$	Highly significant correlation
$P < 0.05$	Significantly correlated
$1.0 > |r| > 0.8$	Highly significant association
$0.8 > |r| > 0.6$	Significantly associated
$0.6 > |r| > 0.4$	Moderately correlated
$0.4 > |r| > 0.2$	A weak correlation
$0.2 > |r| > 0.0$	No correlation

The three behaviors—frequent resource browsing, frequent engagement, and frequent self-directed learning—show a significant and moderate connection with the efficacy of blended learning (Figure 3). According to these results, students should conduct independent internet research before the course, evaluate their performance, and participate in various online activities.

Teachers use the online platform to facilitate learning activities throughout the session, assisting students in achieving higher-level learning objectives. After the session, students continue to learn online and offline, using what they have learned to solve problems and transmit knowledge. The combined impact of these educational endeavors contributes to the ideological and political learning process and the resulting educational outcomes.

A total of 150 questionnaires for the customer satisfaction survey were disseminated, and 136 valid responses were obtained; this resulted in a recovery rate of 91%. In the study about ideological and political content, around 81% of students expressed their happiness, and 92% indicated their satisfaction regarding its role in expanding their understanding of scientific development and technological advances.

In a study that focused on teaching methods for ideological and political subjects, an average of 81.43 percent of students reported being "satisfied or very satisfied," with 89 percent selecting the "online + offline" blended learning strategy. The findings of the customer satisfaction survey are presented in Figures 4 and 5, respectively.
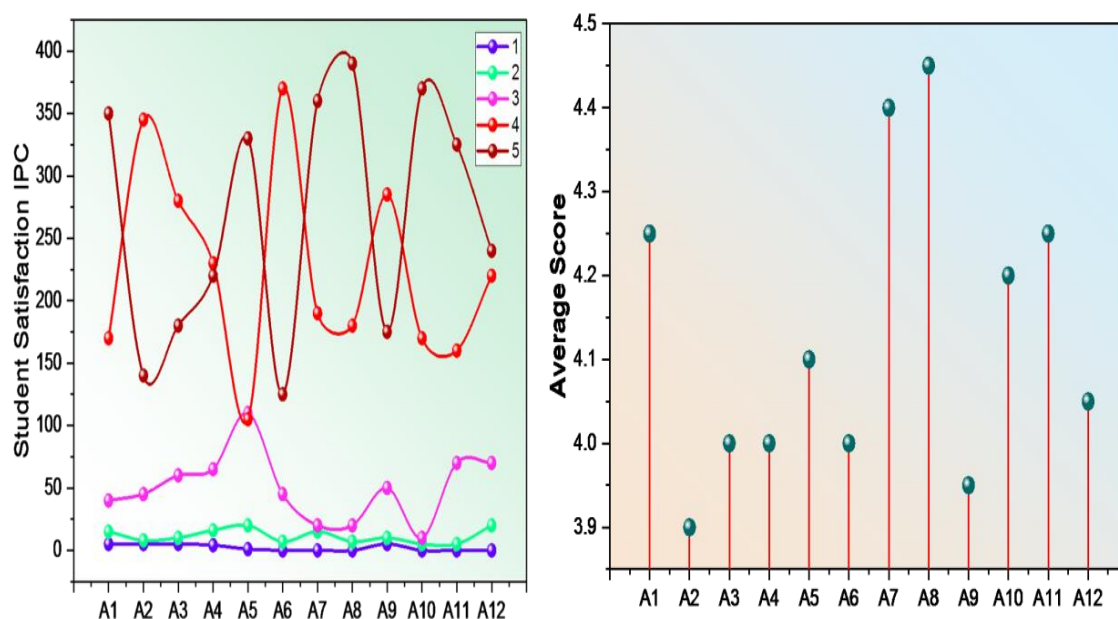

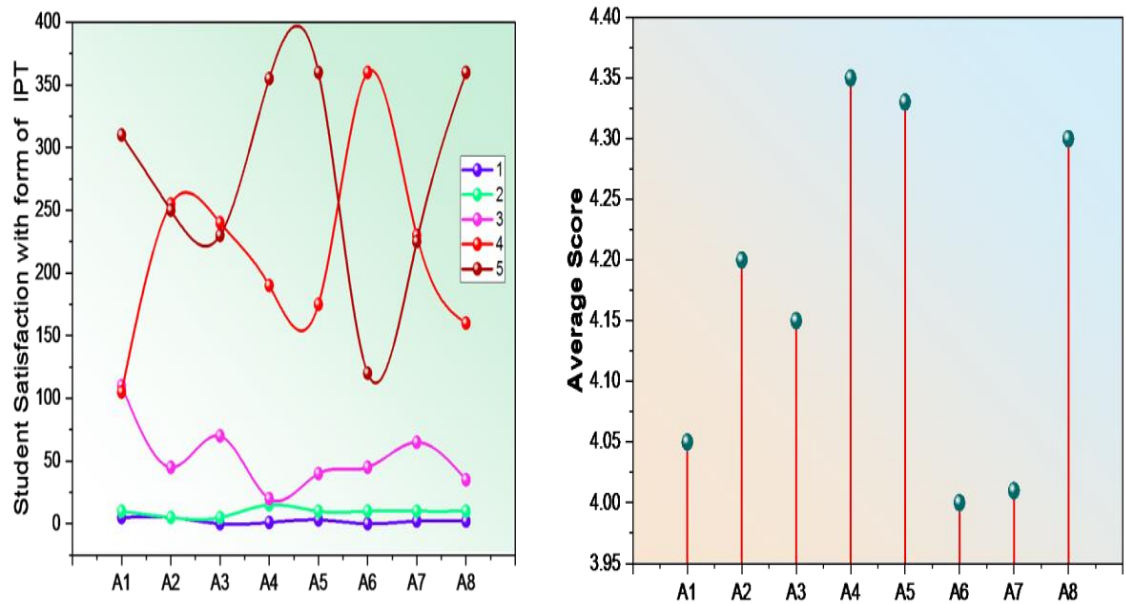**Figure 4:** Student Satisfaction with Ideology and Politics Content (IPC)

Figure 5: Student Satisfaction in Ideological and Political Teaching (IPT)

The evaluation of student satisfaction between the class of 2022 and 2023 classes. The traditional method of teaching philosophy and politics to the class of 2022 included in-person introductory lectures and classroom instruction.

Figure 6 indicates that using intelligent media to combine offline and online teaching approaches significantly improved students' impressions of the ideological and political course material. The item "Embracing Ideological and Political Content," in particular, observed a 20% increase in satisfaction ratings.
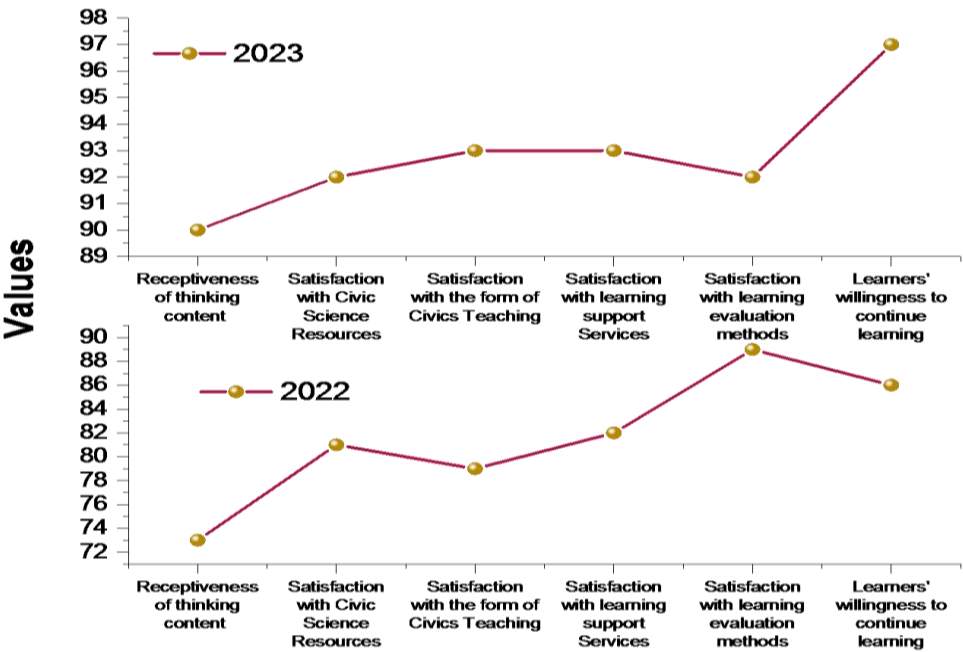

Figure 6: Student satisfaction 2022 vs 2023 comparison

5. CONCLUSION

It is the greatest significance for the formation of intelligent people who are socially responsible for the incorporation of ideological and political education with teaching in foreign languages that is provided in contemporary higher education. This study, which makes use of the innovative "New Media Animated Interaction Technology" course, investigates novel methods for instructing difficult ideological and political ideas. This course provides students with the ability to apply their theoretical knowledge into practice through the study of digital art, computer technology, and information design. Additionally, students develop an in-depth comprehension of the essential concepts covered in the course. The curriculum blends Marxist theory with cultural stories from another country to give an education that is implicit and explicit, with an emphasis as well as real-world application. This blended approach places an emphasis on student-centered learning and makes use of teaching methods based on Bloom's Hierarchy. Online and offline are easily combined with this approach. The results of the assessments, as well as the student satisfaction survey, reveal that this integrated strategy improves the effectiveness of ideological and political learning and receives high levels of encouragement from students. This study highlights the partial of mixing current media with traditional educational techniques, and proving to a new era of comprehensive, technology-enhanced learning in higher education.

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