Thoughts on the Hybrid Teaching Reform of Cloud Classroom and Traditional Teaching in Ideological and Political Education

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Abstract: Facing the challenge of the information age, the traditional instructional mode has been difficult to meet the growing learning needs of students. As a new instructional mode, cloud classroom has many advantages, but there are also some problems. Therefore, how to organically combine cloud classroom with traditional teaching to form a mixed instructional mode has become the focus of this article. By comparing and analyzing the advantages and disadvantages of cloud classroom and traditional teaching, this article analyzes their complementarity in ideological and political education (IPE), which provides a theoretical basis for the construction of mixed instructional mode. On this basis, the construction basis and realization path of mixed instructional mode are further clarified through practical assessment and other methods. In teaching design and resource integration, we pay attention to the combination of online and offline to form an integrated teaching resource library, which is convenient for students to study anytime and anywhere. In terms of teaching methods and strategy innovation, project-based learning, situational simulation and other teaching methods are introduced to enhance the interest and practicality of learning. The conclusion is that the mixed instructional mode has a broad application prospect in IPE.

1. Introduction

In the era of information, education is experiencing transformative changes [1]. With the swift progression of Internet technology, cloud classroom, a unique teaching approach, has garnered significant attention for its benefits [2-3]. Yet, within the realm of IPE, effectively merging cloud classroom and traditional teaching to foster holistic student development remains a pressing concern for educators [4]. This study delves into blending cloud classroom and traditional teaching methods in IPE, aiming to support its modernization with both theoretical and practical insights. This endeavor is crucial for enhancing IPE's relevance and efficacy, advancing educational informatization, and nurturing talents attuned to contemporary needs.

Recent years have seen a surge in research on cloud classroom, traditional teaching, and blended learning [5], with scholars examining these modes from diverse perspectives [6]. Cloud classroom research focuses on technical implementation, resource integration, and teacher-student interaction; traditional teaching emphasizes its methodologies, assessment, and emotional development [7]. Blended learning research strives to integrate the strengths of both approaches into an efficient, adaptable, and innovative model [8]. Despite extensive research, exploration of mixed teaching reforms in IPE remains inadequate and warrants further investigation [9]. This study aims to uncover such reform ideas in IPE, offering valuable insights for its modernization.

2. Comparison between cloud classroom and traditional teaching in IPE

2.1. Characteristics and advantages of cloud classroom

As a new instructional mode, cloud classroom has many remarkable characteristics, as shown in Figure 1:
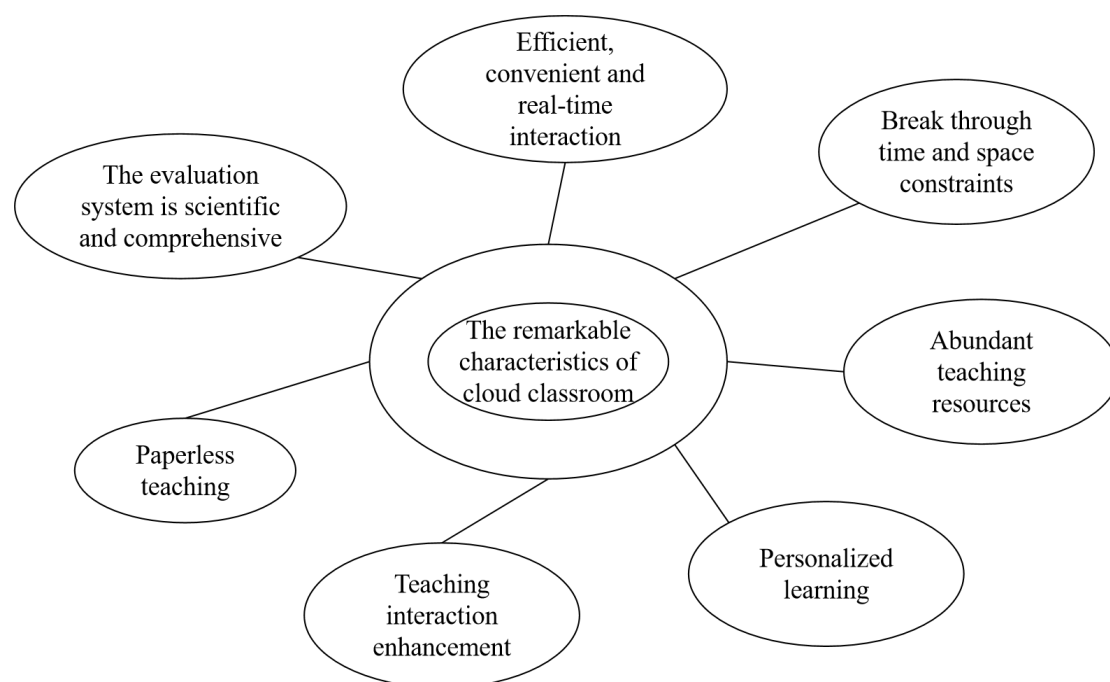
Figure 1 The remarkable characteristics of cloud classroom

Cloud classroom can break through the limitations of time and space and provide students with more flexible and diverse learning methods [10]. Students can study online anytime and anywhere according to their own schedule and learning progress. At the same time, cloud classroom can integrate rich teaching resources, including video, audio, graphics and other forms of teaching content, to provide students with a more comprehensive and vivid learning experience. The cloud classroom also has a powerful interactive function, which promotes the communication between students and improves the learning effect.

2.2. The value and challenge of traditional teaching

As an instructional mode that has been used for a long time, traditional teaching has its irreplaceable value. Traditional teaching pays attention to face-to-face communication and enhances students' learning motivation and interest. Traditional teaching pays attention to the systematization and logicality of knowledge, which can help students to establish a complete knowledge system and improve the depth of learning. However, traditional teaching also faces some challenges. Including the single teaching method, limited teaching resources, it is difficult to meet students' personalized learning needs and other issues. These problems limit the development space of traditional teaching to some extent.

2.3. The foundation of constructing blended learning mode

Blended learning mode refers to the organic combination of cloud classroom and traditional teaching, forming a new instructional mode. The construction foundation mainly includes the following aspects: firstly, it is needed to clarify the teaching objectives and content, and choose appropriate teaching methods according to actual needs. Secondly, it is needed to establish a comprehensive teaching platform and technical support system to ensure smooth integration between cloud classrooms and traditional teaching. In addition, it is needed to establish a scientific teaching assessment system and feedback mechanism, and timely collect and analyze students' learning data and feedback opinions. By constructing a blended learning model, the advantages of cloud classrooms and traditional teaching can be fully utilized to improve student satisfaction.

3. The specific implementation of blended learning reform in IPE

3.1. Teaching design and resource integration

In the mixed teaching reform of IPE, teaching design and resource integration are crucial links. First of all, teachers should carefully design online and offline teaching programs according to the teaching objectives of ideological and political courses to ensure that the two complement each other. In the online part, teachers can make full use of the advantages of cloud classroom and provide a variety of teaching resources, such as micro-lesson videos, online tests, interactive discussions, etc., to meet the needs of students' autonomous learning. In the offline part, teachers need to pay attention to face-to-face in-depth explanation and interaction, and deepen students' understanding of knowledge points through classroom discussion and group cooperation. Teachers should also strengthen the integration of teaching resources, effectively link online and offline teaching resources, and form an integrated teaching resource pool to facilitate students to study anytime and anywhere.

3.2. Teaching method and strategy innovation

Hybrid teaching reform requires IPE to innovate in methods and strategies. On the one hand, teachers can learn from the idea of flipping the classroom, and move the teaching link in traditional teaching to online, so that students can finish their tasks through self-study before class, while classroom time is more used for discussion, answering questions and expanding learning, thus improving the interactivity of the classroom. On the other hand, teachers can introduce teaching methods such as project-based learning and situation simulation, so that students can learn and apply knowledge in practice and enhance the interest and practicality of learning. Teachers can also use big data and artificial intelligence technology to analyze students' learning behavior and data, provide personalized learning suggestions for each student, and realize teaching students in accordance with their aptitude.

3.3. Construction of assessment system and feedback mechanism

In the mixed teaching reform, the assessment system is as important as the construction of feedback mechanism. Schools should establish a diversified assessment system, which not only pays attention to students' knowledge mastery, but also attaches importance to students' ability development and emotional attitude, as shown in Table 1.

Table 1 Construction of Diversified Assessment System in Mixed Teaching Reform

Assessment Dimension	Specific Contents	Assessment Methods
Knowledge Mastery	Understanding of course content; Recall of key concepts; Application of theoretical knowledge	Online tests and assignments; In-class quizzes; Final exams
Ability Development	Critical thinking; Problem-solving skills; Teamwork abilities; Communication and expression skills	Group projects and reports; Case studies; Class discussions and presentations; Collaborative tasks
Attitude and Emotion	Learning enthusiasm; Sense of responsibility and self-discipline; Respect for multiculturalism; Innovative thinking	Learning journals and reflections; Participation and attendance; Peer assessments and teacher observations; Creative assignments or projects
Practical Application	Internships or social practices; Professional skill operations; Real-world problem-solving	Internship reports and feedback; Skill assessments; Simulation exercises or case studies
Comprehensive Quality	Leadership; Social responsibility; Self-management skills; Cross-cultural communication	Participation in club activities; Volunteer service experiences; Personal development planning; International exchanges or cultural experiences

Table 1 specifically shows the construction framework of a diversified assessment system in the mixed education reform. It covers many dimensions such as knowledge mastery, ability development, emotional attitude, practical application and comprehensive quality. Specific

assessment contents and corresponding assessment methods are listed under each dimension to ensure the comprehensiveness and objectivity of assessment. At the same time, the school should also establish an effective feedback mechanism to collect and analyze students' learning feedback in time, so as to provide strong support for teachers to improve teaching. Through the construction of assessment system and feedback mechanism, the continuous optimization of mixed teaching reform can be ensured.

4. Effect assessment and future prospect

4.1. Practical effect assessment

After a period of mixed education reform practice, it is needed to evaluate its practical effectiveness. The assessment includes multiple aspects such as students' academic performance, learning satisfaction, and ability development. By comparing the data before and after the educational reform, it can be intuitively seen that the blended learning reform has an improving effect on students' learning outcomes. Schools can also collect students' and teachers' views on blended learning reform through questionnaire surveys, interviews, and other methods. Practical effect assessment is an indispensable part of blended learning reform, which helps us understand the effectiveness and shortcomings of the reform and provides direction for subsequent optimization.

4.2. Existing problems and countermeasures

In the practice of mixed teaching reform, it is inevitable to encounter some problems. Such as the limitation of technical equipment, the difference of students' autonomous learning ability, and the improvement of teachers' information teaching ability. In view of these problems, this article puts forward specific countermeasures and suggestions. On the one hand, it is believed that the investment and renewal of technical equipment can be strengthened to provide strong technical support for mixed education reform; On the other hand, it can strengthen the cultivation of students' autonomous learning ability and improve their information literacy and autonomous learning ability. Schools should also strengthen teachers' information-based teaching training and improve their information-based teaching ability. Through continuous efforts and improvement, we can overcome the difficulties and challenges in the mixed teaching reform and promote the modernization and transformation of IPE.

5. Conclusions

This article explores the hybrid teaching reform concept that integrates cloud classroom and traditional methods within IPE. By contrasting the features of cloud classroom and traditional teaching, it elucidates the foundational principles and implementation pathways for a mixed instructional mode in IPE. Key strategies for effective implementation include optimizing teaching design and resource allocation, fostering innovative teaching methods and strategies, and establishing a comprehensive assessment system with robust feedback mechanisms. These measures are geared towards maximizing the benefits of blended learning.

Research findings indicate that the mixed instructional mode holds substantial promise and profound implications for IPE. It enhances teaching efficacy and quality while nurturing holistic student development. Moving forward, ongoing research and practical application of blended teaching reforms are imperative. This involves refining teaching design and resource integration, innovating pedagogical approaches, and constructing a more scientific and comprehensive assessment and feedback framework.

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