

Research on Instructional Effect Assessment and Optimization Strategies of Ideological and Political Class in the New Media Environment

Xueyue Du

Shanghai Industrial and Commercial Polytechnic, Shanghai, 201806, China

duxueyue213@163.com

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Abstract: This study is devoted to discussing how to assess and improve the instructional effect of ideological and political education (IPE) class under the new media environment, aiming at conforming to the trend of educational informatization and enhancing the instructional effect of IPE class. Firstly, this article discusses the unique attributes of new media environment and its influence on teaching, and then establishes the assessment standard of IPE class instructional effect; And through empirical research, the effectiveness of IPE class teaching under the background of new media is deeply and objectively assessed. Based on these analyses, this article puts forward a series of optimization criteria, objectives, strategies and implementation paths for the effectiveness of IPE class teaching in the new media environment. It is found that the use of new media has brought positive changes to the IPE class, but it is also accompanied by some defects. By adopting optimization measures, such as improving teachers' new media ability, innovating teaching methods and integrating new media instructional resources, the instructional effect of IPE class can be effectively improved and students' learning enthusiasm and participation can be stimulated.

1. Introduction

In today's society, new media technologies are springing up like mushrooms after rain, which have a profound impact on people's way of life, work and study with its unique information dissemination, rich forms of expression and wide coverage [1]. The field of education is no exception, and the new media environment has brought unprecedented changes to the traditional teaching mode. For the IPE class, the new media provides more diverse instructional resources and means, which greatly expands the time and space boundaries of teaching, makes the ideological and political teaching closer to the students' reality, and enhances the attraction and appeal of teaching [2]. However, the IPE class under the new media environment also faces many challenges: how to effectively assess the instructional effect, how to optimize teaching strategies to adapt to the new media environment, etc [3]. Based on the above, it is particularly important to study the instructional effect assessment and optimization strategy of IPE class under the new media environment. This will help to improve the instructional effect of IPE class, and also provide useful exploration experience for the wide application of new media in the field of education.

At present, the research on the application of new media in teaching, the assessment of instructional effectiveness in IPE class and its improvement strategies is gradually increasing [4]. Experts have discussed these issues in detail from multiple perspectives and levels. When discussing the application of new media, the research focuses on the promotion of new media technology, the combination of new media and teaching mode, and the shaping of students' learning behavior by new media [5]. In the field of assessment of the effectiveness of IPE class teaching, the research focuses on the establishment of assessment framework, the innovation of assessment means and the implementation and application of assessment results [6]. As for the research of optimization strategy, scholars have put forward many specific and targeted suggestions and measures. Nevertheless, there are still some limitations in the existing research. In view of this, this study will further broaden the research horizon, increase the diversity of research methods and

deepen the research content on the basis of previous studies. It aims to provide more comprehensive and in-depth theoretical support and practical guidance for the assessment and improvement strategies of IPE class teaching under the new media environment.

2. Assessment of instructional effect of IPE class in new media environment

2.1. Assessment dimension of IPE class instructional effect

The new media environment has a far-reaching impact on the IPE class with its unique information dissemination characteristics and interactive methods [7]. The new media environment is characterized by diversified information sources, rapid dissemination, wide coverage and strong interactivity. These characteristics make the IPE class no longer limited to traditional classrooms and textbooks, but can obtain rich instructional resources through various channels such as the Internet and mobile devices. The interactivity of new media also greatly enhances the interactivity and participation of IPE classes. The reform of this teaching method enriches the teaching content of IPE class and stimulates students' interest and enthusiasm in learning.

In order to accurately assess the instructional effect of ideological and political theory course in the new media environment, we must build a comprehensive assessment system. The system should cover multiple levels, involving the effective transmission of teaching content, the guidance of values and the improvement of students' comprehensive ability [8]. Specifically, in terms of knowledge transfer, we should assess whether the new media can effectively transfer the core knowledge and theories of the ideological and political course, and whether students can understand and master these knowledge. At the level of shaping values, we will explore whether the IPE class under the background of new media can help students form a correct world outlook, outlook on life and values, and then cultivate their sense of social responsibility and civic awareness. As for the development of students' ability, we will focus on observing whether new media can help improve students' thinking, expression and teamwork. Through the comprehensive assessment of this series of dimensions, we can more deeply grasp the instructional effectiveness of IPE class under the new media environment and provide solid data support for teaching improvement.

2.2. Instructional effect assessment method and implementation

In the process of assessing the instructional effect of ideological and political theory course, we must adopt diversified assessment methods to ensure the accuracy and comprehensiveness of the assessment results. The diversified assessment table of the instructional effect of ideological and political course is Table 1:

Table 1 Diversified Assessment Table for the Effectiveness of Ideological and Political Theory Teaching

Assessment Dimension	Assessment Methods
Knowledge Mastery	Tests, Assignments, Online Q&A
Ideological Agreement	Surveys, Group Discussion Feedback
Practical Application	Case Analysis, Project Reports
Classroom Participation	Attendance Rate, Interaction Frequency, Classroom Performance Records
New Media Utilization	Online Platform Data, Learning Resource Usage

In the whole assessment activity, we should adhere to the principles of scientificity, impartiality and objectivity to ensure the accuracy and reliability of the assessment results. We should also adjust the teaching strategies and methods in time according to the assessment feedback, and strive to continuously improve the instructional effect of IPE class in the new media environment.

3. Analysis of the current situation of IPE class instructional effect in the new media environment

3.1. IPE class new media application status

Influenced by the new media environment, the application of new media in IPE classes has gradually become the norm [9]. Teachers actively adopt multimedia teaching tools, online teaching platforms, social media and other new media means to enrich teaching content and enhance classroom interaction. The vivid presentation of multimedia courseware makes abstract theoretical knowledge intuitive and easy to understand; The application of online teaching platform breaks the limitation of time and space and facilitates students' autonomous learning. The integration of social media provides more channels for students to express their views and exchange ideas. However, the application of new media in the IPE class is also unbalanced. Some teachers have different degrees of using new media due to differences in technical proficiency or teaching concepts, resulting in uneven teaching results.

3.2. Empirical assessment of instructional effect and analysis of the causes of problems

In order to objectively assess the instructional effect of IPE class under the new media environment, this article makes an empirical assessment. By designing questionnaires, organizing tests and conducting classroom observation, we have collected a lot of data about students' learning attitude, knowledge mastery and the formation of values. The data are shown in Table 2:

Table 2 Empirical Assessment Data Table on the Instructional Effect of Ideological and Political Courses in the New Media Environment

Assessment Indicator	Survey Results
Proportion of Increased Student Interest	85% (indicating 85% of students reported increased interest in learning due to new media teaching)
Proportion of Increased Student Motivation	78% (indicating 78% of students reported increased motivation to learn due to new media teaching)
Average Score Improvement in Knowledge Mastery	15 points (Out of 100, the average student score increased by 15 points after new media teaching)
Agreement Rate on Value Formation	90% (indicating 90% of students agreed that new media teaching helped in the formation of their values)
Proportion of Enhanced Student Engagement	80% (indicating 80% of students reported increased engagement due to new media teaching)
Proportion of Enhanced Student Belonging	75% (indicating 75% of students reported increased sense of belonging due to new media teaching)
Proportion of Improved Teamwork Skills	65% (indicating 65% of students reported improved teamwork skills due to new media teaching)
Proportion of Improved Communication Skills	70% (indicating 70% of students reported improved communication skills due to new media teaching)
Proportion of Easily Distracted Students	15% (indicating 15% of students are easily distracted in the new media environment)
Proportion of Teachers with Inadequate Resource Integration Skills	20% (indicating 20% of teachers reported inadequate skills in integrating new media instructional resources)

The data in Table 2 are based on the survey results of 200 students and 50 teachers. In view of the problems found in the empirical assessment, we have conducted in-depth analysis of the causes. The openness of the new media environment makes the sources of information diversified. Students are exposed to a lot of information, but they are also easily disturbed by irrelevant information, which leads to distraction. Some teachers are not proficient in new media technology, so they can't give full play to the advantages of new media in teaching, and may even affect the instructional effect because of improper operation. In addition, the integration of new media instructional resources requires teachers to have certain information literacy and teaching design ability, but

some teachers still have shortcomings in this respect. There is a big difference between the teaching methods in the new media environment and the traditional teaching methods. It may take some time for some students and teachers to adapt to this change, which also affects the improvement of instructional effect to some extent.

4. Optimization strategy of IPE class instructional effect under new media environment

4.1. Optimization principles and objectives

In order to improve the instructional effect of IPE class in the new media environment, we must abide by some core concepts. (1) Adhere to the student-centered, fully respect students' dominant position, and use new media to stimulate students' interest and enthusiasm in learning. (2) Pay attention to the effectiveness and pertinence of teaching to ensure that the teaching content is close to the actual situation of students and meet their learning needs. (3) Highlight the interactivity and participation of teaching, and strengthen communication and cooperation between teachers and students through new media platforms.

4.2. Optimization strategy and implementation path

In order to achieve the above objectives, this section puts forward a series of optimization strategies. (1) Strengthen teachers' new media literacy training, improve teachers' ability to master and apply new media technologies, and enable teachers to make better use of new media means for teaching. (2) Innovating teaching means and methods, such as flip classroom, online discussion, virtual simulation and other new media teaching methods, to enhance the charm and influence of teaching. (3) Integrate new media instructional resources and establish a new media instructional resource pool to facilitate teachers to obtain and use high-quality instructional resources. In the implementation steps, we can experiment in some classes first, accumulate experience and then gradually promote it; At the same time, strengthen cooperation between schools, share new media instructional resources and experience, and promote common progress.

4.3. Expected effect and assessment

Through the implementation of the above optimization strategies, this article is expected to achieve the following effects: (1) Improve students' interest and enthusiasm in learning, so that students can actively participate in IPE class learning. (2) Enhance teachers' teaching skills and abilities, so that teachers can better adapt to the new media teaching environment. (3) Improve the instructional effect of IPE class and improve students' mastery of knowledge and values. (4) Promote the communication and interaction between teachers and students, and enhance the relationship and trust between teachers and students. In order to assess the implementation effect of the optimization strategy, this article thinks that various methods can be used to assess it, such as questionnaire survey, test score analysis and classroom observation. We can also establish a feedback mechanism, collect the opinions and suggestions of students and teachers in time, and constantly adjust and improve the optimization strategy to ensure the continuous improvement of IPE class instructional effect.

5. Conclusions

The application of new media has brought unprecedented vitality to the IPE class, which not only enriches teaching methods, but also improves students' interest and participation in learning. This article points out some problems in IPE class teaching under the current new media environment, such as some teachers' lack of proficiency in new media technology and insufficient integration of instructional resources. In view of these problems, we put forward a series of optimization strategies: strengthening teachers' new media literacy training, innovating teaching methods and methods, and integrating new media instructional resources. The implementation of these strategies is expected to significantly improve the instructional effect of IPE class.

The contribution of this study is mainly reflected in two aspects: first, it provides scientific basis

and effective methods for assessing the effectiveness of IPE class teaching in the new media environment; Second, it provides a practical path for improving the classroom teaching strategy of ideological and political education. The work of this article enriches the theoretical system of the application of new media in educational practice and provides useful reference for the reform and innovation of IPE class teaching. In the future, with the continuous development and innovation of new media technology, IPE class teaching will face more opportunities and challenges. The future research direction will pay more attention to the deep integration of new media technology and IPE class teaching, and explore more diversified and personalized teaching methods.

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