The Application Optimization of Project based Learning Design in Ideological and Political Education in Colleges and Universities Based on ARCS Model

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Abstract

The author uses the ARCS model in a combination of ideological and political education and classroom teaching in colleges and universities, and the theory of the ARCS model is based on theory and based on the ARCS model, and related ideas are proposed in this article. Teaching in the halls of ideological and political discipline. First of all, 460 questions were divided from the questionnaire database, 440 questions were returned, and 95.7%, the author analyzes the motivation problems of college students in the process of ideological and political learning, and then takes the ARCS motivation model as the framework, from the perspective of motivation analysis, attention, relevance, confidence and satisfaction, the paper puts forward corresponding motivation stimulation strategies, finally, it combines the ARCS model with relevant teaching, and analyzes the case. Practice has proved that ARCS model has a good fit with the teaching of ideological and political courses, which can effectively improve the level of students' motivation to learn ideological and political courses, and thus improve the learning efficiency.

Keywords: ARCS model; Ideological and political teaching
AMS 2020 codes: 14E18
1 Introduction

Current research on the teaching of ideological and political education in universities is generally divided into two groups: one is theoretical research, or the study and research of current ideological and political research topics, and the other is the change in the teaching of ideological courses and political studies. Those. Yu Yan, director of the Higher Education Department of the Ministry of Education, said: "The Four 80s" became the basis for the promotion of the concept of education, work and political application, and the working class became the main master. the construction of a political class. It is observed that the main part of the distribution and distribution of the curriculum in universities has become a special class. The ideological and political construction of professional education through the wide use and promotion of ideological and political processes in universities and colleges is the importance and support of the ideological and political construction of the upper class, and various specialized knowledge about ideology is created. making. political concepts of professional education. ARCS motivation is a theoretical model based on students' willingness to learn about ideological content, politics, science, and student interaction to improve the penetration of ideological and political content in professional classrooms. This means that the integration of academic work in philosophy and politics can not only enhance the ideological and political content of academic work, but also develop students' understanding of thinking and thinking in the learning process. In their professional education and value creation, theoretical support, value support, education, product Educational work can do ideological and educational work. As shown in Figure 1:

![Project based learning design of ideological and political education](image)

2 Literature Review

The development of ideological and political classroom work should strengthen students' psychological research. "Ideology and political research refers to social practices in which specific classes, social groups, social groups use certain philosophical ideas, political or moral ideas to achieve goals, plan and organize influence on their members. moral behavior."Education ideologically and politically, the pedagogue is the subject, while the recipient and the research are the object of the study. Ideological and political education is the essence of ideological and political education, in ideological and political education, teachers are the main educational institutions, and students are the objects of education. Although teachers play an important role in ideological and political education, the ultimate effect of ideological and political education is on students, the goal of education. As the general secretary explained: "The most important thing in good thinking and politics is to reach the party's educational policy and to solve the important problem of who, how and for whom to train people. Therefore, the results of ideological and political education are important in the party's educational policy. It is considered "moral and cultural development of people" and this
"morality" and "humanity" should be taken into consideration by students. Psychological factors affect students' understanding, thinking, and the results of ideological and political education. Therefore, if teachers want to improve the teaching activities of ideological and political education, they must understand students. Psychological research on ideological and political education aims to study and strengthen [1-2].

3 Research Methods

3.1 Investigation and analysis of the current situation of college students' ideological and political learning

In order to better understand students' political education, additional research is needed to integrate the "Research Questions in Philosophy and Science Education for High School Students" into the ARCS learning model.

1) Selection of respondents

In order to ensure the reliability and validity of the questionnaire as much as possible, the author selected students from various universities in Zhejiang Province, Fujian Province and Jiangsu Province, randomly distributed the questions, distributed a total of 460 questions, and administered 440 questions. Queries were successfully returned with a 95.7 return rate.

2) Preparation of questionnaire

The questionnaire was revised and reorganized according to Keller's CIS curriculum motivation questionnaire and the discipline characteristics of the ideological and political course, it was divided into four elements, with a total of 32 questions.

The first part is about students' attention problems. Attention is the primary factor for learners to learn, the questions related to students' attention in the questionnaire include questions 1, 4, 10, 15, 20 and 25, covering their interest in ideological and political learning, their efforts in ideological and political learning, and their willpower in ideological and political learning.

The second is about the true identity of the student. Self-awareness is usually the study of the validity of ideological and political ideals aimed at the development of students. the reality of the educational process of the propaganda and political class[3-4].Knot drawing and anti-ang programs "Politics and political studies are social practices that use certain classes, social groups, and social groups to influence, plan, and organize their members using certain philosophical, political, or moral ideas. Ideology and political education is the essence of political education, the essence of political education, students are the main educational institution, students are the object of education. Teachers. According to the Secretary General: "The most important thing in good thinking and politics is to reach the educational policy and decide the important issue of who, how and for whom to train. Therefore, the result of ideological and political education is our educational policy "Human ethics. It is necessary to consider "morality and cultural development", and students should pay attention to this "morality" and "humanity". Psychological factors affect the results of students' understanding, thinking, ideological and political education.

Each question is set with five options, which are very agree, agree, general, disagree, and very disagree. Students are required to choose the most appropriate option according to their existing cognition, and the corresponding score is 5, 4, 3, 2, and 1.
3.2 Reliability and validity analysis of the questionnaire

SPSS 19.0 data processing software was used for statistics of the obtained questionnaire data, and Clonebach reliability was used as the measurement standard for reliability analysis, as shown in Table 1, the reliability coefficient value was 0.821 > 0.7, which was significant correlation, indicating that the reliability of this test was relatively high. The validity analysis uses KM0 and Bartlett's test methods, as shown in Table 2, the validity measurement KM0 value of the questionnaire is 0.894, and Bartlett's test Sig = 0.000 < 0.01, indicating that the questionnaire passed the test and has good validity. To sum up, the questionnaire has certain reliability and validity, and the data structure is good, which can effectively reflect the current situation of students' learning motivation, and has certain value.

| Table 1. Reliability Statistics |
|--------------------------|------------------|------------------|
| Cronbach’s A lpha       | Cronbachs Alpha based on standardized terms | Number of items |
| 0.821                   | 0.842            | 32               |

<table>
<thead>
<tr>
<th>Table 2. KMO and Bartlett's test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser Meyer - 01kin measurement of sampling adequacy.</td>
</tr>
<tr>
<td>0.869</td>
</tr>
</tbody>
</table>

The descriptive analysis of the questionnaire aims to show the dispersion of the questionnaire data, that is, the fluctuation of the data, and analyze the differences among students according to the data, the specific descriptive analysis data used are mean, variance and standard deviation. Specific descriptive analysis is shown in Table 3 and Table 4.

<table>
<thead>
<tr>
<th>Table 3. Statistical Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics (N) mean (D) standard deviation (STDEV) variance (VAR)</td>
</tr>
<tr>
<td>A1</td>
</tr>
<tr>
<td>R2</td>
</tr>
<tr>
<td>C3</td>
</tr>
<tr>
<td>C6</td>
</tr>
<tr>
<td>S1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4. Statistical Values of Four Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layer name</td>
</tr>
<tr>
<td>be careful</td>
</tr>
<tr>
<td>relevant</td>
</tr>
<tr>
<td>confidence</td>
</tr>
<tr>
<td>satisfy</td>
</tr>
</tbody>
</table>

3.3 Investigation results

It can be seen from the above Table that the average scores of the four dimensions in attention, relevance, confidence and satisfaction are all in the range of 3 to 4, which belongs to the medium range, among them, attention, relevance and satisfaction belong to the upper middle range, while confidence belongs to the lower middle range. From the specific issues of the four dimensions, the survey results are as follows [5].
Attention level

It can be seen from the above data that the average value of attention level is at the highest level in the four dimensions, which reflects that high school students can better devote their attention to learning in the process of learning ideological and political courses, this is inseparable from teachers' effective handling of teaching methods and teaching materials. But at the same time, there is also a problem that the class as a whole lacks enthusiasm for learning the ideological and political course [6-7].

Relevant aspects

The content of the questionnaire at the relevant level mainly investigates the students' recognition of the value of the ideological and political course and their pursuit of learning goals. On the whole, students can recognize the relationship between the ideological and political course and self-development, but there is no clear learning goal.

Confidence level

The mean value of confidence level is at the lowest level among the four dimensions. On the whole, students have contradictions in the process of learning the ideological and political course. On the one hand, they are confident that they can learn the ideological and political course well. On the other hand, they think that there are certain difficulties in learning the ideological and political course, and it is not easy to estimate their achievements in the course. At the same time, in terms of attribution, they also believe that the success or failure of the study of the ideological and political course does not depend entirely on effort, but also has the influence of other factors.

Satisfaction level

The content of high-level interest questions often examines the time and fairness of teachers' use of students' ideological and political analysis and content in ideological and political classes. Overall, ideological and political teachers can improve the timing and fairness of assessments and improve student satisfaction. However, there are still some problems in using the concept of ideological and political education.

4 The implementation case of the ideological and political course of the ARCS model

Below is an example of teaching "China's Economic Development Entering a New Era," the first box of ten four-task lessons in the Ideological and Political Standards Test Guide for Colleges and Universities published by Student Press. Support specific ARCS practices for high school philosophy and politics teaching models [8].

4.1 Analysis of Students' Learning of Ideological and Political Course

The following data table 5 is obtained from the four dimensions of attention, relevance, confidence and satisfaction through the distribution and recovery of motivation level questionnaires in the class before class.
Table 5. Basic data of four levels of class learning motivation

<table>
<thead>
<tr>
<th>Layer name</th>
<th>Code</th>
<th>Number of items</th>
<th>mean value</th>
<th>Average score of each question</th>
</tr>
</thead>
<tbody>
<tr>
<td>be careful</td>
<td>A</td>
<td>9</td>
<td>23.25</td>
<td>3</td>
</tr>
<tr>
<td>relevant</td>
<td>R</td>
<td>10</td>
<td>30.23</td>
<td>2</td>
</tr>
<tr>
<td>confidence</td>
<td>C</td>
<td>7</td>
<td>24.36</td>
<td>4</td>
</tr>
<tr>
<td>satisfy</td>
<td>S</td>
<td>11</td>
<td>29.45</td>
<td>3.56</td>
</tr>
</tbody>
</table>

According to the above data, it can be concluded that the overall motivation level of students in this class is high, especially the average score of attention level is high, reaching 3.56, and the other three levels are at a relatively moderate level. At the same time, observe individual data and draw the following motivation curve as shown in Figure 2.

![Learning Motivation Curve](image.png)

4.2 Analysis of teaching content

"China's Economic Development Enters a New Era" is the content of the first box of the tenth lesson "New Development Concept and Economic Construction in a New Era of Socialism with Chinese Characteristics", which is a compulsory course of high school ideology and politics - economic life, the content of this course is mainly to show the great achievements of the country since entering the new era by displaying relevant data, understand the transformation of major social contradictions and their causes, learn two centenary goals, and strengthen the recognition and determination of China's economic development entering the new era. China is in the primary stage of social ownership, which is the most basic national condition of China and the basis for building socialism with Chinese characteristics. The content of this lesson is not only to undertake the previous learning about income, distribution and other content, but also to pave the way for the next learning about new development concepts. The content of this course is relatively new and theoretical, so more treatment should be done to the content of the textbook [9].

4.3 Selection of teaching strategies

Students learn independently before teaching new courses, and collect new achievements of the country since the 18th National Congress of the Communist Party of China in the form of groups. In the process of classroom teaching, we will enrich classroom activities and strengthen cooperation and
communication between teachers and students in the form of group discussion, role play, etc. Based on the four dimensions of ARCS motivation model, the following strategies are specifically proposed.

Attention level

On the one hand, create a situation related to the topic of garbage classification in the teaching link, and think about "why garbage classification" and "why garbage classification is difficult" in the situation. On the other hand, multimedia technology is used to present pictures, videos and other contents to students, and discussion method, role playing method and other forms are used in classroom teaching to enrich the content of classroom teaching [10].

Relevant aspects

Select the content familiar to students such as Shanghai garbage classification and Nanjing Xinjiekou, which is relatively timely, help students better understand the relevance of the content to be learned and their own lives, which is conducive to understanding the learning content.

Self confidence

Provide students with a variety of performance opportunities in the classroom, let students talk about and comment on recent political news through political speech activities in the classroom; In the classroom, more students can participate in the class with group reports, role plays and other activities, and form the affirmation of their own abilities and understanding of knowledge.

Satisfaction

In the identification of dry and wet garbage and the final imagination of future activities, students can apply the knowledge learned in the classroom, which can improve their satisfaction to a certain extent.

4.4 Implementation effect analysis

After the teaching of the course "China's Economic Development Enters a New Era" combined with the strategy of ARCS motivation model, students were interviewed randomly to learn about their learning in this lesson. The interview results are analyzed as follows:

First, in the process of classroom teaching, the teachers carried out several classroom activities, such as the current politics speech before class, the group report and role play in class, which made them feel that the content of this class has a certain relevance to their daily life, and have a clearer understanding of the new contradictions arising in the new era. These activities made them feel very interesting, and their sense of participation in the classroom was improved, they not only learned new knowledge effectively in the activity, but also got the opportunity to apply knowledge through participating in the activity, and got a certain degree of satisfaction.

Second, in the classroom teaching process, the questions raised by teachers are based on certain situations, for example, before introducing the teaching link of new contradictions, teachers first let students fully understand the contents of garbage classification through video introduction and classroom answers, and then throw out questions, that is, why garbage classification should be implemented, connect students' existing cognition with knowledge. In the whole classroom teaching process, teachers play a more guiding role, giving students more time to think and learn independently, and teachers can better observe the learning situation of each student. The interviewed students basically believe that this teaching method has helped them improve their attention, and they have
more time to allocate to think about confused problems. The combination of each element strategy in the ARCS motivation model with the teaching link will make the students' learning motivation stronger and the classroom teaching more effective. To sum up, the application of ARCS model in the ideological and political classroom teaching has certain effectiveness, helping students to attract attention, pay attention to knowledge and form continuous learning.

5 Conclusion

Teaching ideas and politics in universities is not about imparting knowledge, but about learning from our perspective, which is an important guide to the important role of moral education and creation. Plant people. Ethics is an important part of student education, and it affects students' ideological and political education. Based on ideological and political teaching and relevant theory, this study will teach ideological and political education in four dimensions: care, truth, belief and interest, and first of all, it should determine the level of students' willingness to study Cove, the whole and draw the corresponding curve. As an instructional strategy, we keep content fresh, encourage inquiry-based learning, use a variety of instructional methods; As an effective strategy, it is necessary to teach students the right study habits, to pay attention to the content of the study, to the relationship between students, and to be a helper. joint study group; As a concept of faith, it is necessary to create challenging learning objectives, provide effective opportunities for students, and guide students to evaluate them correctly; In the concept of happiness, extrinsic incentives should be used appropriately, measured in a timely manner, fair and diverse, and allow students to apply what they learn.

Acknowledgements


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