

Exploration on the Anchor-type Teaching Model and Teachers' Teaching Quality of Ideological and Political Courses in Colleges and Universities

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Abstract: To adopt the “anchor-type” teaching mode in Ideological and political theory courses in Colleges and universities, we must innovate teaching ideas, put people first in guiding ideology, establish the sense of situational dialogue and cooperation in organizational tasks, establish the sense of exploration and innovation in the process of teaching implementation, and establish the sense of free development in training objectives. Anchored teaching needs the cooperation of teachers, students and teaching managers in order to be implemented. This paper expounds the connotation of “anchored” teaching mode, analyses its difference from traditional teaching mode and its advantages, re-orientates the role of teachers and students, and puts forward some suggestions on the design of teaching methods for specialized courses in Colleges and universities. “Anchor-type” teaching mode is a typical “student-based” teaching mode. The use of “anchor-type” teaching can increase students' learning engagement and autonomous learning ability, and thus improve the quality of teaching.

1. Introduction

How to change the teaching mode of “indoctrination” and improve the teaching effect of Ideological and political theory course in Colleges and universities needs to follow the law of Ideological and political work, the law of teaching and educating people and the law of students' growth [1-2]. We should not only give full play to the leading role of teachers, but also fully protect the students' principal position, fully mobilize students' autonomy and enthusiasm in learning, and enhance the interaction between teachers and students [3]. Under the traditional teaching mode, students and teachers are limited to certain rules and procedures, lack of strong interaction between teachers and students, heavy classroom atmosphere, students' distraction in the classroom, poor learning spirit, resulting in poor understanding, thinking and comprehensive use of knowledge. In addition, students lack a clear learning purpose, which is limited to theoretical discussion and form a real practical ability, which will have a very negative impact on future work ability [4-5]. Therefore, it is an urgent problem for higher education to improve teaching methods, enable students to master all kinds of professional knowledge, integrate and apply what they have learned, and really improve the quality of teaching.

2. Anchored instruction

2.1 The connotation of anchored teaching model

Anchored teaching is a kind of teaching mode based on technology and influenced by Western constructivist learning theory. It is closely related to situational learning, Situational Cognition and cognitive elasticity theory. Anchored teaching can enhance students' participation in learning by establishing infectious events or real situations, and experience the whole process from finding problems, solving problems to reflecting and summarizing to achieve the goal of easy learning. The core of this teaching mode is to anchor learning in a specific situation and create a relaxed, real and infectious learning environment for learners [6]. Anchored teaching is sometimes referred to as “case-based teaching” or “problem-based teaching”. It is suitable for the teaching of basic

knowledge disciplines and professional disciplines closely related to practice.

Anchored teaching refers to the establishment and determination of events or problems related to the knowledge learned. “Anchor” refers to the infectious real event or real problem situation that teachers provide to students [7]. It includes two meanings: (1) macro environment, usually refers to a situation that can contain the required theme and extract similar problems with “anchor”. It has the characteristics of high generality and strong appeal. (2) Technology is the anchor that can be relied on in teaching. On the one hand, with the support of technology, simulation learning situations can be created; on the other hand, students can rely on modern technological means to constantly study a particular point in the situation and explore problems in an all-round way, so that students can form divergent thinking, which can be extended to other fields.

2.2 Comparison between anchored teaching and traditional teaching model

The difference between anchored instruction and traditional instruction is shown in Table 1 below.

Table 1 Comparison between anchored teaching and traditional teaching model

	Anchored instruction	Traditional teaching
Teaching contents and steps	(1) Identify the subject of current knowledge (2) Creating real situations related to themes (3) Identify a real event in a relevant context (4) Group discussion and collaboration based on individual learning (5) Assessment of learning effect	(1) Determining teaching objectives (2) Determine the teaching content according to the goal (3) Formulating teaching strategies (4) Teaching activities (5) Teaching evaluation
Teacher role	Coaches and partners of students' learning provide guidance and platform for students' learning	Imparter of knowledge
Student role	The main body of learning completes the learning process through self-learning and cooperation and communication with others	Passive receiver

It can be seen from the above that the “anchored” teaching mode is a typical “student-centered” teaching mode, which takes students as the center and serves students wholeheartedly. Anchored teaching has the following advantages:

- 1) Increased communication and interaction between teachers and students, increased students' interest in learning, and truly realized the student-oriented teaching concept;
- 2) The enthusiasm and initiative of students have been greatly improved, which is conducive to students' after-class learning.
- 3) Enriched the knowledge, students more consciously and actively consult the literature, hands-on experiments, improve students' academic accomplishment.

2.3 Design method of anchored teaching model

The traditional teaching mode in our country is teacher-centered. Teachers explain the concepts and principles of learning, then pass on knowledge to students by analyzing typical examples, and finally arrange students to do related exercises and exercises [8]. Compared with the traditional teaching mode, anchored teaching is to enable students to recognize in the situation, learn in self-problem solving, and improve in hands-on practice. The anchored teaching method is adopted in the teaching of colleges and universities as shown in Figure 1 below.

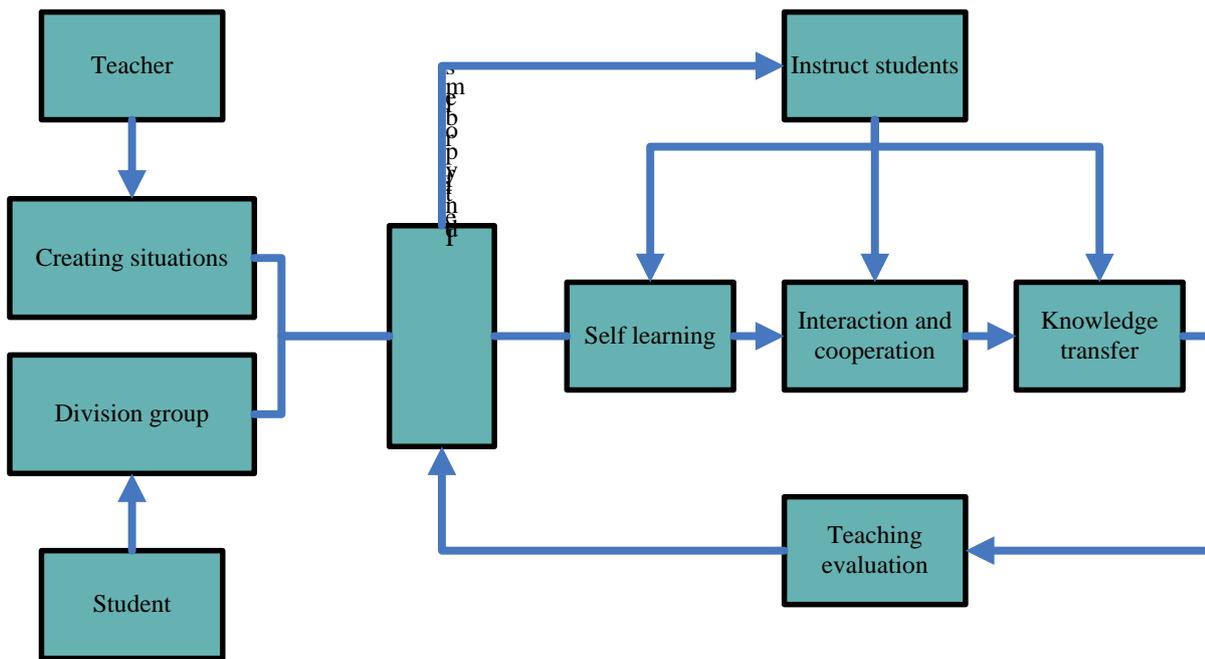


Figure 1 Design of anchored teaching model

3. Practice of Anchoring Teaching

3.1 The change of teaching content from “memory culture” to “thinking culture”

The textbook of Ideological and political theory is compiled by the top experts of the whole country. It has the characteristics of authority, seriousness, and theory. It provides the premise and foundation for guaranteeing the quality of classroom teaching. As a public theory course for college students, the focus of Ideological and political theory course is to solve the problems of college students' ideals, beliefs and thinking methods, and to achieve the coordinated development of students' knowledge, ability and quality by relying on theory teaching [9]. If we pay too much attention to the “memory” of teaching content, it can not stimulate students' interest in learning, and can not receive good teaching results. “Anchor-type” teaching mode requires correctly handling the relationship between teaching material system and teaching system, emphasizing students' thinking development, inquiry learning, teaching content should be changed from “memory-type culture” to “thinking-type culture”, and teachers should scientifically combine teaching resources to create the best teaching effect.

3.2 The main body of teaching should change from “individual combat” to “cooperative combat”

In the “anchored” teaching, several teachers can make up for each other's weaknesses by optimizing the combination of a course. They can also play a synergistic role. Firstly, students can get the knowledge resources provided by many teachers in a course, learn from all their strengths, and increase the attractiveness of Ideological and political teaching. Secondly, in curriculum cooperation, teachers can undertake special topics according to their own expertise and form complementary advantages [10-11]. In addition, students also form cooperative learning groups. One of the aims of “anchored” teaching is to create an environment that can lead to cooperative learning. Facts show that “anchor-type” teaching is a good news for students who are not ideal for their studies, because this kind of teaching helps such students to make their own contributions in group learning, so as to win the respect of their peers and enhance their confidence and enthusiasm in learning.

3.3 Teaching methods should be changed from “giving priority” to “guiding priority”

Guidance-based “anchor-down” teaching basic procedures, as shown in Figure 2.

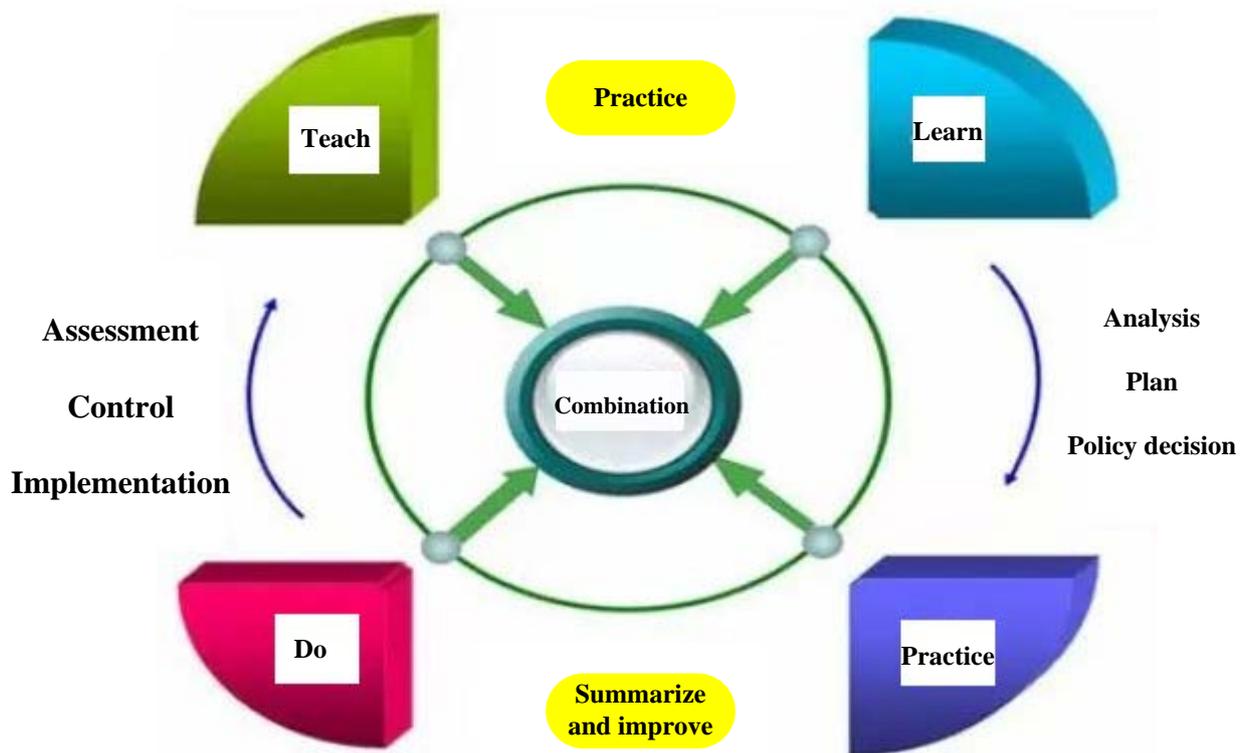


Figure 2 Basic procedures of anchoring teaching

1) Background extraction. The soul of “anchored” teaching is the teacher's Abstraction of “macro background”. The so-called background, in short, is the mastery of the object world by the specific subject. Such mastery is both material and spiritual. Teachers' background Abstraction refers to the fact that before class, teachers take the instructional design as the benchmark, clean up their own background, exclude the parts unrelated to specific topics, and select the background which is beneficial to classroom teaching as the basis for establishing the prospects of specific topics.

2) Close background confirmation. This is for students to explore independently. Near background refers to the part of the background that students have before they study the current topic, which may be associated with the future of the topic. When the individual background is linked with the macro background, “anchor” appears, that is, the obstacle of individual background knowledge appears. The transfer of knowledge requires students to explore independently. Close background is individual, it has great randomness. This is mainly because college students have strong self-learning ability, and their background situation is changing rapidly. Near-background confirmation is the teachers' current detection of students' own background related to the project prospects.

3) Subject decomposition. The foreground can be understood intuitively as the result of the decomposition of the subject. The background of a topic is huge, and the same topic may be decomposed into different prospects in the hands of different teachers. Teachers must complete the prospects allocation during the preparation period, and try to be as many as possible in order to cope with the unexpected emergence of students' backgrounds. In this way, teachers change their role from “actors” to “directors”, making the classroom teaching center from teachers to students.

4) Prospect display. Prospect display should make full use of advanced teaching equipment, so that teaching means can better serve subject learning. This process is the key to teaching success or failure. In the process of concrete operation, individual thinking is allowed, and mutual inspiration and communication are also allowed, without sticking to the stereotype of classroom order.

5) Background evaluation. This is the upgrade stage of classroom teaching. Through background association, group discussion and cooperative learning, students initially form a grasp of the prospects. At this time, teachers should give students the opportunity to communicate and make them feel their own prophetic situation, thus becoming students' “learning partners”.

3.4 Teaching evaluation should change from “quantitative evaluation” to “qualitative evaluation”

The purpose of evaluation is to help each student learn and develop better. At present, the evaluation of Ideological and political teaching in Colleges and universities tends to be “quantitative evaluation”, that is, to simplify complex educational phenomena into quantities, to analyze and compare the quantified data, and to infer the effectiveness of a certain evaluation object. Generally speaking, it is standardized, objective and effective. It can be quantitatively evaluated by machine integral, etc. For example, in the ideological and political course, the students' general assessment results are generally composed of their usual performance and final performance, accounting for 30% and 70% respectively. Among them, their usual performance often depends on their usual attendance and homework. This kind of “quantitative evaluation” can not stimulate the enthusiasm of students, but also affect the quality of personnel training. This kind of evaluation mode is dehumanized, which is separated from teaching situation, low-level cognitive orientation and cultural prejudice. Anchored teaching emphasizes “qualitative evaluation”, that is, through natural investigation, it fully explains the various characteristics of the object in order to highlight its significance, promote understanding, emphasize the process evaluation rather than the result evaluation of the “practical evaluation”; emphasizes that the evaluation content must be implemented in the real life situation of the “situational evaluation”; emphasizes the “dynamic evaluation” and so on. In short, anchored teaching evaluation emphasizes the principle of “learner-centered” pluralistic evaluation. This orientation will greatly stimulate students' enthusiasm for active learning and teachers' enthusiasm for teaching, and promote the harmonious development of teaching and learning.

4. Conclusion

In anchored teaching, teachers should be more fully prepared after class. In order to effectively stimulate and encourage students' learning, teachers must adopt flexible ways, and the teaching plan should be changed from very specific to a framework. At the same time, teachers should encourage students to do their own work in the learning process, teachers should also communicate with students more, more communication, so as to achieve the purpose of teaching. The “anchored” teaching mode of Ideological and political course in Colleges and universities not only has certain theoretical basis, but also has strong practical operability and certain popularization and application. Of course, the mixed teaching mode of Ideological and political courses is not uniform and effective in all colleges and universities. It requires the teachers of Ideological and political courses to constantly explore and summarize in practice.

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