

# Teaching Strategies and Teaching Research on Immersive Experience Case of Ideological and Political Course in Colleges and Universities

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**Abstract:** This paper focuses on the teaching optimization of IP ECU (Ideological and political education in colleges and universities), and discusses the immersive experiential case teaching. In the new era, the traditional teaching mode of ideological and political education has limitations. In order to improve the teaching quality, it is necessary to study this innovative teaching mode in depth. Through theoretical elaboration and current situation analysis, this paper combs its theoretical basis, and makes clear the important significance of carrying out this teaching to enhance students' interest in learning, strengthen knowledge internalization and promote the development of ideological and political education. At the same time, it points out that it faces challenges such as the dilemma of teaching resources, the shortcomings of teaching staff and the problems of individual differences among students. Furthermore, the paper puts forward some strategies, such as carefully selecting ideological and political cases, creating immersive teaching situations, and guiding students to deeply participate in the experience, and looks forward to enriching teaching situations and improving teaching resources and evaluation system with the help of emerging technologies in the future. The research aims to provide theoretical support and practical guidance for the teaching reform of IPECU course, and effectively enhance the effectiveness of ideological and political education.

## 1. Introduction

In the new era, IPECU bears the important mission of cultivating high-quality talents with correct world outlook, outlook on life and values [1]. The traditional teaching mode of ideological and political course often focuses on the instillation of theoretical knowledge, which ignores the students' subjective position and participation experience to a certain extent, resulting in unsatisfactory teaching effect [2]. In this case, as an innovative teaching method, immersive experiential case teaching has gradually entered the field of IPECU, bringing new opportunities for the teaching reform of ideological and political courses [3].

Immersive experiential case teaching is supported by constructivist learning theory, which emphasizes that learners actively construct knowledge through personal participation and deep experience in specific situations [4]. In the course of ideological and political education, this teaching method integrates abstract theoretical knowledge of ideological and political education into specific cases, guides students to be in case situations, and deepens their understanding and perception of ideological and political education knowledge in emotional resonance and thinking collision [5].

At present, some colleges and universities have tried to use immersive case teaching in ideological and political courses, and have achieved certain positive results [6]. However, on the whole, the application of this teaching method in IPECU is still in the exploratory stage, and there are many problems to be solved urgently [7]. For example, the theoretical research on immersive experiential case teaching is not deep enough, and the teaching practice lacks systematic and normative guidance; Teaching resources are relatively scarce, so it is difficult to meet the teaching needs; Teachers' ability to master and apply this teaching method needs to be improved.

In view of this, it is of great practical significance to carry out in-depth teaching strategy and teaching research on immersion experience case of IPECU course. This is helpful to enrich and

improve the teaching theory of IPECU and provide theoretical support for the teaching reform of ideological and political courses. By exploring effective teaching strategies, it can effectively improve the teaching quality and effectiveness of ideological and political courses, enhance students' acceptance and recognition of ideological and political courses, and thus better realize the fundamental goal of IPECU to cultivate people.

## **2. The significance of developing immersive case teaching in IPECU course**

As far as students' individual development is concerned, immersive experiential case teaching can significantly enhance students' interest in ideological and political learning. Traditional ideological and political courses are mainly taught by teachers, and students are in a passive acceptance state [8]. However, immersive experiential case teaching puts ideological and political knowledge into vivid cases and creates real situations. Students play a role in situations, actively participate in thinking and discussion, and their learning changes from passive to active, and their interest naturally increases. In strengthening students' knowledge internalization, this teaching method has achieved remarkable results. By personally experiencing the case situation, students can closely combine the abstract ideological and political theory with the actual case, making it easier to understand and absorb knowledge [9]. This kind of experience-based learning makes the knowledge go deep into the heart instead of staying on the surface, and transforms it into students' own cognition and values, thus enhancing the internalization of knowledge.

From the perspective of promoting the development of IPECU, immersive experiential case teaching is an important embodiment of educational innovation. It breaks the limitations of traditional teaching, introduces new teaching concepts and methods, and injects vitality into ideological and political education [10]. This innovation enriches the teaching form, urges teachers to continuously improve their teaching ability, optimizes teaching design, promotes the development of IPECU to a higher quality, and better meets the needs of talent training in the new era.

## **3. IPECU course immersion experience case teaching challenges**

Immersive experiential case teaching has brought new vitality and opportunities to IPECU course, but it faces many challenges that cannot be ignored in the actual implementation process. The immersive experience case resources suitable for IPECU course are scarce. Ideological and political education has a wide range of contents and needs to keep pace with the times. However, there are not only a limited number of ready-made related cases in the market, but also uneven quality. Some cases are too old to reflect the current social hotspots and students' concerns, and it is difficult to stimulate students' interest. Teaching facilities and technical means for creating an immersive experience are also relatively scarce. Advanced technologies such as virtual reality (VR) and augmented reality (AR) have not been popularized in some colleges and universities. Even if some colleges and universities have relevant equipment, their application in ideological and political teaching lacks systematic planning and integration. Taking five universities in a certain area as an example, the dilemma of teaching resources is presented intuitively (as shown in Table 1). As can be seen from Table 1, these colleges and universities have different degrees of problems in the immersive case teaching resources of ideological and political courses. The number of cases is insufficient and not updated in time, and the equipment and use are not ideal.

The ability level of teachers plays a key role in the implementation effect of immersive case teaching. But at present, many ideological and political teachers in colleges and universities have obvious shortcomings in this respect. Some teachers have not grasped the theory and method of immersive experiential case teaching deeply enough, and failed to fully understand its connotation and essence, resulting in deviations in the teaching design and implementation process. Teachers lack the ability to use modern educational technology to create immersive teaching situations. Some teachers are not familiar with the operation and application of VR, AR and other technologies, and cannot effectively integrate them into teaching. Teachers' skills in guiding students to deeply

participate in the experience also need to be improved. They can't grasp the rhythm well in the teaching process and guide students to think and discuss deeply, which affects the teaching effect.

Table 1 Survey on the Situation of Immersive Experience Case Teaching Resources in IPECU Courses

University Name	Number of Applicable Cases (Updated in the Last Three Years)	Whether Equipped with VR/AR Devices	Frequency of Device Use (Average per Month)	Integration with Ideological and Political Education Teaching
University A	10	Yes	2 times	Occasionally used for teaching on specific themes
University B	5	No	0 times	No relevant applications
University C	8	Yes	1 time	Rarely applied, lacking targeted design
University D	3	No	0 times	Only planning to introduce relevant devices
University E	6	Yes	3 times	Attempting integration, but the effect needs improvement

The individual differences of students bring many challenges to the immersive case teaching. Different students have different learning styles, knowledge bases and hobbies. Some students tend to gain knowledge by reading words, and their acceptance of immersive experience is low; However, some students are weak in basic knowledge and feel overwhelmed when participating in case discussion and analysis. Students' different interests and hobbies lead to different attention to the theme of the case. Some students are interested in economic ideological and political cases, but lack enthusiasm for cultural cases. These individual differences make it difficult for teachers to give consideration to all students when choosing cases and designing teaching links. How to meet the learning needs of different students has become a major problem faced by immersive experiential case teaching.

#### 4. IPECU course immersion experience case teaching strategy

The selection of ideological and political cases is the basis for the success of immersive case teaching. The case should be targeted and closely focus on the teaching objectives and knowledge points of the ideological and political course. For example, when explaining the "honesty" in the socialist core values, select the cases of success in business activities due to honesty and loss due to dishonesty, so that students can deeply understand the importance of honesty. Cases should be timely and reflect the current social hotspots and the development trend of the times in a timely manner. For example, combining the current hot issues such as network integrity and ethics in scientific and technological innovation to write cases to stimulate students' interest in learning. In addition, the case should be enlightening, which can guide students to think deeply and cultivate students' critical thinking and problem-solving ability. See Table 2 for the types of cases applicable to different teaching themes of ideological and political courses. As can be seen from Table 2, for different teaching themes, the selected case types and examples are closely related to the theme, which is helpful to achieve the teaching objectives.

Creating an immersive teaching situation can enhance students' sense of experience and substitution. Teachers can use VR(VR) technology to restore historical event scenes, so that students seem to be in them; Using AR(AR) technology, virtual ideological and political elements are superimposed on real scenes, such as showing relevant ideological and political knowledge and stories in campus attractions. In addition to traditional classrooms, teachers can use memorial halls

and exhibition halls on campus as teaching places to carry out on-the-spot teaching; You can also expand the boundaries of teaching space through online virtual space. At the same time, teachers should pay attention to the rendering of situational atmosphere, and use music, lighting, props and other means to create an atmosphere consistent with the case and enhance students' immersion experience.

Table 2 Types of Applicable Cases for Different Teaching Themes in Ideological and Political Courses

Teaching Theme	Type of Applicable Case	Case Example	Expected Teaching Effect of the Case	Case Presentation Method
Ideal and Belief Education	Cases of the deeds of advanced figures	Telling the story of Huang Wenxiu, who gave up the prosperity of the city, devoted herself to poverty alleviation in her hometown, and interpreted her ideals and beliefs with her life	Inspire students to establish firm ideals and beliefs and cultivate the spirit of dedicating themselves to the country and the people	Teacher narration combined with multimedia display of photos and videos of the deeds
Patriotism Education	Cases combining historical events with contemporary achievements	From the history of modern China's resistance against foreign aggression to the brilliant achievements China has made in the aerospace field in modern times, to stimulate students' patriotic feelings	Enhance students' national pride and sense of responsibility, and deeply understand the connotation of patriotism	Display historical materials and modern achievement data through PPT, accompanied by teacher explanations
Moral Cultivation Education	Cases of moral dilemmas in daily life	Listing different responses of different people when encountering uncivilized behaviors in public places, guiding students to think about correct moral choices	Encourage students to practice good moral standards in daily life and improve their moral judgment and decision-making abilities	Set up group discussions and present written descriptions or simple animations of case scenarios
Legal Awareness Education	Cases of analysis of real legal cases	Analyzing the investigation and trial process of a certain online fraud case to popularize legal knowledge and the principles of the rule of law	Enable students to understand the application of law in life, enhance their awareness of the rule of law, and learn to safeguard their rights according to the law	Invite legal professionals or teachers to interpret the case in detail in combination with legal provisions
Social Responsibility Education	Cases of solving social hot issues	Focusing on the difficulties in implementing urban garbage classification, telling the cases of coordinated solutions by communities, enterprises, and residents	Cultivate students' awareness and action ability to pay attention to social issues and take the initiative to shoulder social responsibilities	Organize role-playing to simulate the process of all parties participating in solving problems

In the teaching process, teachers should pay attention to guiding students to deeply participate in the experience. First of all, teachers need to make clear students' dominant position in teaching and encourage students to actively participate in case discussion and analysis. Teachers can ask open questions, guide students to think about the problems in the case from different angles, and cultivate students' independent thinking ability. Secondly, teachers can organize a variety of student activities. Such as group discussion, role play, case debate and other activities, so that students can deepen their understanding of the case in interactive communication. In the ideological and political case

teaching of environmental protection, students are allowed to play the roles of government officials, business representatives, environmental protection volunteers, etc., and simulate the process of policy making, business decision-making and environmental protection actions, so that students can understand the responsibilities and functions of different subjects in environmental protection in role playing. Finally, teachers should give students feedback and guidance in time. In the process of students' participation in the experience, teachers should pay close attention to students' performance, give timely and accurate feedback on students' views and behaviors, and help students to continuously improve the quality and effect of the participation experience.

## **5. Prospect of immersion experience case teaching in IPECU course**

The immersion case teaching of IPECU course is full of potential in the future development. With the rapid progress of science and technology, emerging technologies will bring more opportunities for it. The continuous maturity of technologies such as VR, AR and artificial intelligence is expected to further enrich the immersive teaching situation. In the future, students may be able to feel historical events and participate in virtual discussions on social hot topics with the help of more advanced equipment, making ideological and political study more vivid and interesting.

In terms of teaching resources, colleges and universities are expected to strengthen cooperation, jointly develop and share high-quality case databases, and solve the problem of lack of case resources. Teachers' professional ability will also be continuously improved through continuous training and communication, and they will be more proficient in using new technologies and methods to carry out teaching. In addition, the teaching evaluation system will be more perfect. It is no longer limited to traditional test scores, but pays more attention to students' participation, thinking depth and shaping values in the process of immersion experience. Through diversified evaluation methods, the teaching effect is comprehensively and objectively evaluated, which provides a strong basis for teaching improvement. The immersion experience case teaching of IPECU course will play a greater role in cultivating high-quality talents with both ability and political integrity in the continuous development.

## **6. Conclusions**

As an innovative teaching method to meet the needs of the times, IPECU immersion experience case teaching is of great significance to improve the quality of ideological and political education. Relying on the constructivist learning theory, it injects new vitality into ideological and political teaching. Practice shows that this teaching method can significantly stimulate students' interest in learning, change passive learning into active participation, make students deeply experience in case situations, strengthen knowledge internalization, have obvious effects on shaping students' correct values, and effectively promote the innovative development of IPECU. At present, its popularization and application still face many challenges. In terms of teaching resources, applicable cases are scarce and not updated in time, and advanced teaching facilities are scarce or underutilized. In terms of teaching staff, teachers have a poor grasp of the theory and practice of this teaching method, and their ability to use modern educational technology is insufficient. The individual differences of students also bring difficulties to teaching, and it is difficult to take into account the learning needs of different students.

In view of these problems, strategies such as carefully selecting cases, creating immersive situations and guiding students' deep participation can provide directions for teaching improvement. With the progress of science and technology, emerging technologies will be deeply integrated and teaching situations will be enriched. Resource sharing among universities is expected to solve the resource dilemma and the evaluation system will be more perfect. Immersive experiential case teaching of IPECU course needs the concerted efforts of all parties, continuous exploration and improvement, giving full play to its advantages, and laying a solid foundation for cultivating talents with firm ideals and beliefs and noble moral sentiments in the new era.

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