

# **Analysis on the Application of Presentation-Assimilation-Discussion Teaching Mode in Ideological and Political Education in Colleges and Universities under the Background of New Media**

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**Keywords:** new media, college and university, Ideological and Political Education, Presentation-Assimilation-Discussion teaching mode, the post-95s college students

**Abstract:** Under the background of new media, the channels of Ideological and Political Education in colleges and universities have been further enriched and expanded. This paper makes a preliminary analysis and exploration on effectively combining the Presentation-Assimilation-Discussion (PAD) teaching mode and new media, fully applying them to the process of Ideological and Political Education in colleges and universities, and effectively improving the quality level of talents training.

## **1. Introduction**

With the society entering the era of new media with economic and social development, the pace of network informatization is accelerating. New media has gradually become an important grasp of Ideological and Political Education in colleges and universities. Under the new historical situation, it is an urgent task for the ideological and political educators to study and grasp the law of new media communication and to integrate the new media platform into the whole process of Ideological and Political Education in colleges and universities.

## **2. An Analysis of the Current Situation of Ideological and Political Education in Colleges and Universities**

With the increasing demand of the national and society for the cultivation of talents, colleges and universities have paid more and more attention to the Ideological and Political Education. In recent years, the work of Ideological and Political Education in colleges and universities has been advanced and implemented. At the same time, it should not be neglected that the characteristics of Ideological and Political Education have a certain negative effect on its practical implementation. First of all, from the nature of the course, the Ministry of Education of the State clearly stipulates that, with strong principle and the political nature, the Ideological and Political course in colleges and universities must be in strict accordance with the planned public compulsory course. Any college (including college students themselves) has not been offered with self-selection, which is easy to make the post-95s college students who have flamboyant personality produce a certain anti-psychology and resistance emotion, bringing some resistance to the construction of Ideological and Political Education. Secondly, from the content of Ideological and Political Education in colleges and universities, five main courses (including Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Introduction to the Basic Principles of Marxism, Thought and Moral Cultivation and Legal Basis, Outline of Chinese Modern History, Situation and Policy), which are conceptual, Abstract and empty, are full of obvious indoctrination and sermon. Therefore, it is hard to let the post-95s college students who pursue fashion have the interest and desire to learn. On the contrary, their thoughts and energy become scattered and negative and anti-learning psychology is produced. As time passes, there have been some bad phenomena in the education of Ideological and Political course in colleges and universities. The state of teachers is totally different from that of students. Teachers are conscientious and earnest in preparing lessons while students “live in the Cao camp but their hearts are in the Han camp” with

wandering thoughts. In the traditional teaching process of Ideological and Political Education, teachers often adopt the lecture method and demonstration method, and cooperate with the blackboard or multimedia teaching tool to carry on teaching. However, since students are not interested in the traditional classroom teaching mode, their learning initiative is not strong. It's easy for students to get lost in class, or they just concentrate on their own affairs. Teachers speak passionately, while students sleep, play mobile phones, chat, or read other books. Ideological and Political Education course becomes a class examining students' registers, in which students play mobile phones or sleep. Teachers turn to be without "Three and Four" and detained by students. Here, Three refers to "Three People's Principles" which is also regarded as the political course. Four refers to "Four Books and Five Classics", which is introduced into the Chinese course. College students do not attach importance to the Ideological and Political Education course and College Chinese course, and regard they useless. Automatically, these teachers do not enjoy as a high status as professional teachers. So they are called "without Three or Four" by students<sup>[1]</sup>. Finally, from the perspective of students' learning to accept knowledge, the post-95s college students lack enough experience and understanding in the society, their cognitive ability is weak. Under the background of new media, contemporary college students are experiencing and facing various kinds of temptations in society. Bad information brought by the network, mobile phone, computer and other post-95s college students have been negatively affected by absurd arguments such as money worship, hedonism, egoism, idea of study uselessness, and parents privilege competition, seriously disturbing their world outlook, the outlook on life and values, as well as causing great negative interference to the Ideological and Political Education<sup>[2]</sup>. It is not difficult to find out that there are some problems in the method of ideological and political education in colleges and universities, since they pay more attention to the teaching of theoretical knowledge, but neglect the cultivation of students' ability to think and apply ideological and political theories, which leads to a disjunction between theories and practice. In this way, the Ideological and Political Education becomes single, Abstract and boring.

In view of this, the way to realize long-term teaching can be found only by the innovation of teaching method of Ideological and Political theories. For ideological and political educators in colleges and universities, it is necessary to closely combine the actual situation of new media era, innovate teaching method, and improve the quality of education and the effect of education.

### **3. Theoretical and Significance Analysis of the Application of PAD Teaching Mode to Ideological and Political Theory Course in Colleges and Universities**

In February 2017, the Central Committee of the Communist Party of China and the State Council issued the Opinions on Strengthening and Improving the Ideological and Political Work of Colleges and Universities in the New Situation, which stipulates that, to strengthen and improve the ideological and political work of colleges and universities matters basic problems such as constructing what kind of colleges and how to construct colleges and universities as well as matters the leadership of the party to colleges and universities, the successor to the cause of the socialism with Chinese characteristics. It is a major political task and strategic engineering<sup>[3]</sup>.

The first thing for any successful educator to do is to position students in an objective and accurate way. There is no doubt that every student is an independent person. Learning is their own affairs, which cannot replaced by teachers. Teachers can only let students study, feel things, observe, analyze and think by themselves, and help them to understand and master knowledge<sup>[4]</sup>. In the course of teaching of Ideological and Political Education in colleges and universities, the desire of college students is not to be transferred with the thought will of educators. If ideological and political educators want the post-95s college students to obey and be happy to accept the teaching, the first is to treat college student as an objective and independent person, adapt to the development requirements of the new media era and adapted to the characteristics, motivation and psychological needs of post-95 college students through the idea of innovative education teaching method.

Through the practice of relevant teachers, PAD teaching mode produces obvious effect with strong operability. It is designed targeting the confusion, questions and contradiction encountered

by students in the study, which is conducive to the further determination of their ideal and belief, to help them to set up correct values and to improve their ideological and moral quality and comprehensive quality.

PAD was first proposed by Professor Zhang Xuexin, Department of Psychology, Fudan University in the spring of 2014. It consists of two core elements, namely, the allocation of half the classroom to teachers and the other half to students, which staggers teachers' lectures and students' discussions after class. By taking the form of separate sessions of discussion, students will have more room for autonomous learning and digestion. In PAD mode, the whole process of education and teaching is very clear and defined, namely, presentation, assimilation and discussion. In comparison with the traditional classroom teaching, students' participation is more highly required in the PAD teaching, since more attention is paid to the mobility of students' learning initiative. It is more desirable to be able to implement and reflect the main status of students in the process of Ideological and Political Education. It also pays more attention to students' learning process, stress the process evaluation, emphasize students' learning interest, attitude, cooperative learning ability and self-learning ability, and help students to adjust their learning process <sup>[5]</sup>.

Meanwhile, it is more beneficial to students to self-study and to carry out individualized absorption in PAD mode by staggering students' discussion and teachers' teaching. On the premise of teachers' description of basic frame, key difficulties and other knowledge points, students are guided to actively to study and think through group discussion and so on. It also can more effectively stimulate students' learning interest, promote their self-learning experience, let them complete learning tasks and help them build knowledge, and improve their ability to study the theoretical knowledge of Ideological and Political theory, so that students have more novelty, sense of feeling and sense of achievement.

#### **4. A Brief Analysis of the Application of PDA Teaching Mode to Ideological and Political Theory Course in Colleges and Universities under the Background of New Media**

The development of new media and the spread of network information fragmentation have brought great influence to the method of Ideological and Political Education in colleges and universities. Under the guidance of the concept of PAD, the whole process of Ideological and Political Education is divided into four stages. Firstly, it always follows the general law of the teaching of Ideological and Political Education in colleges and universities, explores the basic mode of establishing the teaching of Ideological and Political Education in colleges and universities, realizes the transformation of teachers' role, reduces the burden of teachers, so that teachers will be more concise in preparing lessons without having to cover all aspects. It is necessary to reduce the workload in the course of teaching. For example, in the course of the first class, teachers propose teaching goal, teaching task as well as the key points and difficulties in the teaching and outline the basic framework of Ideological and Political Education to students, so as to cultivate college students' ability to learn, think, speak and use and help them "internalize and externalize" the knowledge they have learned <sup>[6]</sup>. Teachers can take various forms to ask questions, and organize students to make active speeches and exchange, which not only activates the classroom teaching atmosphere of Ideological and Political theory, but also increases the two-way interaction and emotional exchange between teachers and students. It is also feasible to increase the interaction between students as well as between teachers and students through the means of new media (WeChat group, QQ group, mail box, etc.). Through the promotion of students' participation, students' learning result is fully affirmed, a new teacher-student relationship is constructed, the multi-channel communication between teachers and students is realized, and the goal that teaching benefits teachers as well as students is really realized.

Secondly, it is essential to change teaching ideas, further highlight the subject position of college students in the teaching process of Ideological and Political Education, enhance students' learning autonomy through the arrangement of pre-study and discussion after class, under the proper guidance of teachers, let students make full use of the new media space, and through information media such as micro-blog, Wechat, Wechat group, micro-view, micro-journal, etc, make students

actively engaged in the study of independent cooperative inquiry after class, and cultivate their team cooperation spirit, so as to enhance learning effect. Moreover, teachers are suggested to organize students to explore and study through the arrangement of related teaching tasks. By effective communication and cooperation among team members, problems encountered in learning will be jointly solved. It is also necessary to train college students' working ability and team cooperation spirit, so that the comprehensive quality of contemporary college students is improved, and the growth of college students is promoted. It is required to completely abandon the single indoctrination model of "teachers teach while students listen and teachers demonstrate while students make notes" of the traditional Ideological and Political Theory course, attract students to the teaching process to the maximum extent <sup>[7]</sup>, help college students to better complete the absorption and internalization of knowledge, to improve their learning impression, to improve the teaching quality of Ideological and Political Education, to carry out students' primary learning position, and finally to carry out the leading role of Ideological and Political Education.

Once again, it is important to exchange and discuss in group. Teachers are expected to evaluate and analyze students' study and speech with active encouraging language, and give appropriate review summary. For example, teachers, according to the number of students, divide each class into six groups while each group containing students with good and poor performance, and members of each group are in turn to be the group leader, which aims to better promote the mutual communication among students, and helps students to set self-confidence. Teachers just need to introduce the main contents of each lecture, arrange learning task, and encourage students to take full advantage of the new media after class (through network search, mobile phone browsing, etc.) to study the main theoretical knowledge in the chapter. Then, teachers provide students with about a week to do self-study. After a week, students are asked to discuss and exchange the knowledge points and difficult points of the chapter in the class. They are provided with two classes and scored by team members. The best job in the group will be selected. The evaluation of students' homework should be appropriately controlled, which should not attack students' learning initiative, but provides positive and valuable feedback information, such as where is well done in the homework, where needs to be improved, and so on.

Finally, it is a necessity to pay attention to students' learning needs, lead them to reasonably plan the investment in the teaching of Ideological and Political Education according to the actual conditions, change the assessment way of students' achievement in the past. It is suggested to make flexible, objective and comprehensive assessment of college students' curriculum learning to improve the accuracy of assessment according to different learning needs of each student for the theoretical knowledge of the Ideological and Political Theory, the input of students in the process of learning, the situation that students are involved in the discussion in the QQ group or the Wechat, as well as the development situation of thinking reflected in the answer and communication <sup>[8]</sup>. According to different courses, flexible application of test-free, written-test, interview or written-test interview can be conducted in various forms. For example, in the course of "Ideological and Moral Cultivation and Legal Basis" which has a strong practicality mainly investigate the performance of students in practice. The course of "Introduction to the Basic Principles of Marxism" which is highly theoretical mainly evaluates the quality of papers written by students. Situation and Policy is more closely related to reality and focus on students' attention to the current international affairs, and so on.

## 5. Conclusion

In summary, FAD teaching mode always follows the general law of the teaching of Ideological and Political Education. During the implementation, it is essential to change teaching ideas, pay attention to students' learning needs, change the assessment way of students' achievement, further highlight their subject position and enhance their learning autonomy through group discussion.

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