

Research on the Application of the Scaffolding Instruction in Ideological and Political Teaching in Higher Vocational Colleges -- Taking the Course of "Ideological Morality and the Rule of Law" as an Example

Jinju Chen¹, Xinjie Yu¹, Tongtong Chen^{2,*}

¹Wenzhou Polytechnic, Wenzhou, Zhejiang, 325035, China

²Wenzhou University of Technology, Wenzhou, Zhejiang, 325035, China

*Corresponding Author Email: 21687184@qq.com

Abstract

This paper starts with the analysis of the current situation of ideological and political course in higher vocational colleges, and integrates the scaffolding instruction into daily teaching. Based on the concept of cultivating qualified citizens as the curriculum goal, it highlights the cultivation of "three kinds of consciousness". From the academic research, enhance the theoretical depth and breadth of the teaching content; Taking classic cases as effective carriers to enhance the intuitiveness of the theory; Take classroom interaction discussion as an opportunity to strengthen theoretical knowledge cognition. The research shows that in the course learning of this project, students' learning initiative has been significantly improved, and the teaching quality of ideological and political course has also been improved accordingly.

Keywords

The scaffolding instruction; Course of ideological and political; Teaching.

1. Introduction

The course of ideological and political in and universities is an important basic course of ideological and political education for college students. Its purpose is to help college students establish the correct outlook on the world, life, values, morality and rule of law, which is necessary for citizens. It is the key to guide students to buckle the first button of life. It plays a very important role in shaping students' good heart, education, inspiration and helping students establish correct outlook on life and values. It is very important to run ideological and political theory courses well.

2. The Connotation of the Scaffolding Instruction

The scaffolding instruction is a kind of teaching theory based on Lev Vygotsky's theory of zone of proximal development. Based on the current development level of learners, it systematically guides learners to construct knowledge and skills and develop to a higher level by using various methods. When learners are not competent enough, teachers or mature peers provide a variety of scaffolds to help learners develop their own abilities and literacy. When learners' abilities continue to improve, teachers or mature peers will gradually reduce or withdraw the scaffold in a timely manner, and the initiative of learning will gradually be transferred to learners, who can fully carry out their own learning and build their own knowledge and skills. This temporary

"scaffold" may be a teaching resource or teaching tool, or a teaching strategy or teaching method.

This project divides the scaffolds into resource-based learning scaffolds and cooperative learning scaffolds. Resource-based learning scaffold refers to the creation of appropriate resource environment (such as network platform, micro course, PPT, question bank, etc.) to support and guide learners' learning and development according to their current needs and abilities. Collaborative learning scaffolding refers to the warm and pleasant communication, discussion and cooperation between learners and adults or peers in common tasks or problem-solving activities. Adults or peers promote the improvement of learners' abilities and literacy through sensitive and appropriate responses.

3. Current Teaching Situation of "Ideological Morality and the Rule of Law" Cause in Higher Vocational Colleges

"Ideological morality and the Rule of Law" cause is an important part of the ideological and political theory curriculum system in colleges and universities in China. It is a comprehensive course integrating ideological, political, intellectual and practical aspects, aiming at helping college students improve their ideological and moral quality and legal quality. With the great promotion of the national level, the course has become a public compulsory course for full-time college students, which plays a crucial role in the growth of students. The teaching mode and learning mode of this course is the traditional single-instruction mode, in which teachers unilaterally explain and indoctrinate students passively. In view of the theory of this course is strong, the content is boring, students' learning enthusiasm is low, and there are problems such as the uneven level of pre-design knowledge, single classroom teaching organization, lack of diversity of classroom teaching methods. After investigation and research, the conclusions are as follows:

3.1. Students' Interest in Learning Is Not High and Basic Knowledge Is Uneven

This course is a public compulsory course for all students. Due to the diversity of students in higher vocational colleges, some students have studied in stages in middle school and some students have not studied in middle school, which leads to uneven pre-design knowledge. In addition, due to the limitation of students' inherent patterns, they think that it is the most important to learn professional courses well in college. Subconsciously, they think that there is nothing new and "technical content" in this course, and position it as "moral teaching course", so they are not interested in the course. This psychological expectation of students greatly reduces their expectations of the course, and the direct result is that students "raise their heads low" and "bow their heads high" in class. In addition, due to the diversity of values and morals of post-00s college students in the context of the Internet, they are indifferent to mainstream ideological education, which brings substantial challenges to teaching practice.

3.2. Classroom Teaching Interaction Is Good, But There Is Less Collaboration After Class

Due to the limitation of objective conditions, the interaction between teachers and students is often limited to 40 minutes in class and 5 minutes between classes. In addition to the online learning platform and other learning supports, there is little cooperation between teachers and students, so teachers cannot timely understand students' learning status and adjust teaching content or teaching strategies according to different students' learning characteristics, which makes it difficult to meet students' personalized learning and development needs.

3.3. Heuristic Discussion Teaching Has Been Tried, But Autonomous and Inquiry Learning Is Not Enough

The classroom teaching of "Ideological morality and the Rule of Law" cause is still mainly taught by teachers, and sometimes discussion teaching method is tried to improve their participation, enthusiasm and initiative in learning. But there are drawbacks to this approach. First of all, the classroom teaching efficiency is not high, often only one or two problems can be discussed in 40 minutes; Secondly, there are no questions of different difficulty according to the individual differences of students, so that students can choose to learn independently. Moreover, this kind of classroom discussion learning often causes some introverted and slow-warming students to dissociate themselves from the discussion due to the tight time. Finally, teachers control too much, less timely withdrawal of scaffolding, learning initiative and autonomy is difficult to truly return to students.

4. Teaching Practice Mode of Ideological and Political Course Based on the Scaffolding Instruction

In order to break through the teaching dilemma of this course, it is necessary to take training qualified citizens as the goal idea and highlight the cultivation of "three kinds of consciousness"; From the academic research, enhance the theoretical depth and breadth of the teaching content; Taking classic cases as effective carriers to enhance the intuitiveness of the theory; Take classroom interaction discussion as an opportunity to strengthen theoretical knowledge cognition.

4.1. Reconstruction of the Degree of Mastery of Course Content: According to the Different Teaching Objectives and the Internal Logic of Knowledge Points, the Degree of Mastery of Students Is Reconstructed

According to the requirements of innovative thinking training objectives, the teaching process objectives of ideological morality and rule of law are divided into experience, experience and exploration, and the teaching result objectives are divided into understanding, mastery and application. Experience refers to participating in specific teaching activities and obtaining certain perceptual knowledge. Experience refers to participating in specific teaching activities, actively recognizing or verifying the characteristics of an object, and gaining some experience; Exploration refers to participating in specific teaching activities independently or in cooperation with others, understanding or putting forward problems, looking for ideas to solve problems, discovering the characteristics of objects and their differences and connections with related objects, and obtaining a certain rational understanding. Understanding is to know or illustrate the relevant characteristics of the object from specific cases; Grasp is based on knowledge points and specific case analysis formed rational understanding, and apply to the new situation; Application refers to the ability to choose or create appropriate methods to solve practical problems by comprehensively using the innovation principles that have been mastered.

According to different teaching objectives of different modules, corresponding resource-based learning supports and cooperative learning supports are provided, and corresponding classroom organization forms and teaching methods are adopted to improve teaching efficiency and effect. For example, the goal of teaching process is "experience", and the goal of teaching result is "understanding". Micro-courses, PPT, videos and other resources are generally provided, and corresponding difficulty content is independently selected online for learning, with the quality of online tasks as the assessment basis. When the teaching process and outcome objectives are respectively "experience" and "mastery", a mixture of online and offline teaching, in-class and extra-curricular teaching is adopted, and the comprehensive level of

students in the learning process is taken as the assessment basis. When the teaching process and outcome objectives are respectively "exploration" and "application", autonomous and research-based learning can be adopted, and the corresponding "flipped classroom" can be designed according to the characteristics of teaching content, and the level of group reporting and the quality of interaction between groups can be taken as the assessment basis.

4.2. Teaching Method Reform: Scaffolding Learning

Scaffolding teaching method is mainly according to the characteristics of the learners, formulate the corresponding tasks, by providing resources, collaborative learning support, guide the learners to take the initiative to build knowledge, skills, and accomplishment, and in appropriate situation gradually reduce or withdraw support, promote learners' independent analysis, problem solving ability, stimulate learners' learning initiative, enthusiasm and creativity. In task-driven or problem-driven learning activities, teachers mainly provide resource-based or cooperative support in task selection, inquiry cooperation and reflection evaluation, so as to guide and promote learners' learning and development.

4.3. Reform of Teaching Evaluation: Multiple Evaluation Method

4.3.1. Process Evaluation and Final Evaluation Are Combined

The evaluation of teaching activities is to comprehensively detect and evaluate students' learning process, learning behavior and learning results. In the evaluation of this course, we should not only emphasize the accumulation and mastery of students' knowledge, the stimulation and cultivation of their interest in learning, but also emphasize the transfer ability of knowledge and the ability of application and practice. Therefore, the evaluation method of this course is suitable for the combination of process evaluation and summative evaluation. The process evaluation mainly focuses on the quality of homework, the enthusiasm of classroom discussion and the presentation effect of group speech, so as to stimulate students' interest and motivation in learning and effectively promote independent and active learning. The summative evaluation is in the form of closed-book examination, which mainly inspects students' mastery of theoretical knowledge. Through two different evaluation methods, the aim of talent training is to comprehensively improve students' ideological and moral cognition, establish correct value orientation, responsibility consciousness, moral consciousness and legal consciousness.

4.3.2. Integration of Online and Offline Evaluation

Through the advantages of online platform construction, online and offline discussion, online homework submission and correction, online discussion, etc., are carried out to promote resource sharing, problem exchange and collaborative learning between teachers and students, and scientific and reasonable comprehensive assessment and evaluation of online learning. At the same time, the offline evaluation of classroom learning is also carried out. Therefore, it can promote students' autonomous learning, process learning and experiential learning through online and offline evaluation methods.

4.3.3. Self-evaluation, Classmates Evaluation and Teacher Evaluation Permeate Each Other

According to the function of social media, network teaching platform for the curriculum evaluation to be fair, the project is to develop students self-evaluation, classmates mutual, group evaluation, teacher evaluation, let every student and every course teaching team members are involved in the evaluation of students' learning, and allow the student to the evaluation result feedback and "complaint", It is expected that evaluations will truly promote students' learning.

5. Conclusion

In the Internet plus era, curriculum teaching should make full use of network platforms, mobile phone apps and other resources, condense teaching content, expand and extend teaching time and space, build teaching scaffolding at the right time, make use of students' fragmented time for ubiquitous learning, and improve teaching efficiency and effect. Therefore, on the basis of the project is based on the previous research results, according to the talents training goal of higher vocational colleges, put forward building resource-based learning scaffolding and collaborative learning, and online classroom lesson, and hybrid teaching mode, in order to overcome the current "thought morals and the rule of law" course teaching of the above shortcomings, improve students' independent thinking and problem solving ability, To promote knowledge transfer and using ability, enhance students' learning initiative, enthusiasm and creativity, based on the actual situation of college students after the "00"s, set up the education idea of "moral education", guides the student to set up the correct through, true theoretical study have harvest, the goal of ideological and political baptism, achieve internalization in mind, the externalized in the education.

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