

Research on the Innovative Teaching Design of "The Outline of Modern Chinese History" under the Concept of "Big Idea"

Jianpeng Yu

College of Marxism, Sichuan Normal University, Chengdu 610066, China

Abstract

The "Outline of Modern Chinese History" course has teaching pain points such as low interest in learning, insufficient teaching interaction, insufficient experiential teaching, low quality of teaching supply, and insufficient process evaluation of learning effects. By integrating the "big idea" teaching concept into teaching design, reforming teaching content, realizing teaching innovation, and combining value concept supply and experiential learning. Teaching development uses modern information technology to reflect interactive learning and inspiration, and increase practical teaching to highlight the process evaluation. Teachers should innovatively design the course of "The Outline of Modern Chinese History" from the perspective of "big idea" and set the teaching goals more clearly, so that students can benefit from the course for a lifetime to become a vigorous person with historical literacy and patriotism, who will strive for national rejuvenation.

Keywords

Big Idea; Teaching innovation; The Outline of Modern Chinese History.

1. Introduction

The teaching concept of "big idea" runs through the whole course, with deep learning as the direction to strengthen teaching innovation. Teaching is carried out for the purpose of "learning for understanding". The teaching content is designed as a whole and combined with practical teaching and situational learning, with student-centered and teaching evaluation focus. As a result, the current teaching reform can have a breakthrough and students can benefit from it.

2. Teaching Goal: Highlight Macro Thinking and Micro Thinking

The teaching design of "the Outline of Modern Chinese History" fully embodies the design of "big idea" based on "the exploration of the path of modern China's development". The design logic of the curriculum is guided by learning results, including knowledge reflection and value concepts. Specifically, it is divided into three stages: learning, understanding, and mastering, in which the stage of understanding refers to the "big idea." The design of teaching objectives should locate the expected learning results with the use of macro-thinking and micro-thinking. Macro-thinking refers to "upward" thinking, that is, the ability to conceive the unit teaching goals "outside the classroom" to reflect more long-term methodology so as to embody "big ideas". To take the unit of "Exploring the Way-finding of modern China" as an example, the goal of teaching is generally teaching students to master the historical context of the measures taken by different classes or strata to respond to the national crisis. However, how to highlight the "the way-finding of modern China's development" lacked the cohesion of the "big idea", and failed to clarify "why the plan proposed by the Chinese Communists is adapted to the national conditions". As a result, it is difficult for students to truly understand the historical knowledge of different chapters in the book, such as the land policy of Taiping Rebellion's and that of the Communist Party of China. Moreover, students may be unfamiliar with historical logic between

revolutions when facing "historical nihilism" in the real world, and cannot use what they have learned to analyze the historical connections. [1]Above are some examples of failing to connect teaching with "big ideas". Teaching under "big ideas" can not only connect the historical knowledge of the middle school with the new one in universities, but also integrate school education with the real world.

In addition to macro-thinking, teaching objectives should also have micro-thinking, that is, "downward" thinking. Considering the implementation of unit goals, the three levels of expected learning results should be integrated. The introduction of "big idea" can help to achieve the course goals. First of all, the "big idea" is a comprehensive goal. It is necessary for students to use historical thinking to view social phenomena in the real world. Secondly, the "big idea" objective is matched with the knowledge and ability goals. The "big idea" can improve students' knowledge and skills, if the "big idea" can to be implemented through the knowledge and skill goals. Only by applying skills to knowledge can the application of in-depth understanding in real-world situations be possible, so as to promote the achievement of goals. To help students to master knowledge, the knowledge system should be refined by comparing the time axis and historical correlation when writing specific unit goals. In addition, microscopic thinking is also reflected in the division of unit blocks and the formulation of unit sequences. The biggest difference from previous teaching is that the overall design of the unit is based on the logic of the "big idea" rather than the logic of the content. The unit blocks are divided and selected according to the relationship between the big ideas and the small concepts, and the corresponding content and resources will be serialized. Therefore, the achievement of teaching goals must also reflect microscopic thinking.

3. Teaching Content: Improve Quality Supply

In teaching activities, the goal is to clarify the purpose of the activities and find the most suitable teaching activities with the aim of "effective learning". Teachers should construct a group-based learning community, and return class to students through various teaching methods such as project-based learning, situational teaching, cooperative discussion, and inquiry sharing. Teachers should fully embody "student-centered" by creating a benign teaching ecological environment, promoting realizing-study as well as thinking while studying. Make full use of smart classrooms to achieve benign interaction in teaching. The teaching team actively carries out interactive teaching with smart classroom platforms such as "Rain Class". The pre-class preview content is sent to the students through the backstage of the Rain Classroom in advance. During the class, it is realized through the functions of "barrage" and "pumping points". The interaction is close to students' information exchange habits, and the teaching content is expanded by arranging "MO Class" resources after class. Based on the concept of "starting from the end", the teaching content is designed in reverse, and the teaching content is designed around the expected results of highlighting the "big idea". [2]In the practical teaching, teachers design field visits, recitation of red poems and other forms to create situational learning scenes, and show major events in modern Chinese history through the visual and audio of historical documentaries and pictures, such as the Long March and the War of Resistance against Japan. Teaching content is the core of teaching activities, we should adhere to the concept of content is more important, show the distinct ideological and political elements contained in the course of "The Outline of Modern and Contemporary Chinese History", and integrate big idea into the whole teaching content. First of all, we should specialize the teaching content and refine the big idea in a special topic. The four choices run through all the teaching contents, why history and people choose the Communist Party of China, why China chooses Marxism, why China chooses the socialist road and why the country and people choose reform and opening up. Secondly, we should strengthen the combination of teaching content and current hot issues, so that students

can apply what they have learned, learn to think through excellent classroom teaching content, and have a materialist view of history. Finally, according to the students' specialty, we should carry out targeted teaching design, highlight the big concept, enrich the teaching content, and integrate the ideological and political courses with the ideological and political courses. For example, to teach undergraduates majoring in literature, we should focus on teaching and giving examples in combination with the content of literary revolution and national salvation in the New Culture Movement, which not only guarantees the teaching effect, but also maximizes the teaching effect of the limited teaching content.

4. Innovative Teaching Evaluation Methods

Closely to the fundamental task of "Cultivating People", innovative diversified teaching evaluation, comprehensive use of process evaluation, application evaluation, unit evaluation, practical teaching and other process evaluation should be adopted. Teaching evaluation points to the mastery of the "big idea" knowledge context, for example, through the failure of patriotic officers and soldiers in anti-aggression struggle over the past century, the failure of the Revolution of 1911, and the May Fourth Movement, etc. To help students construct the "big idea" under the "exploration of the path of modern China's development". To guide students to "learn about evaluation", students should not only learn to evaluate others, but more importantly, learn to evaluate themselves. For example, in the practice session, group discussion and demonstration sessions, the other groups of members evaluate the theme interpretation of the presenting group, and then compare and reflect on the situation of their own group. The "big idea" learning requires students to constantly challenge themselves. In real life, if a person cannot achieve "self-knowledge", it will be difficult for him to learn.

The teaching evaluation oriented by students' learning effect is correct and effective, which should focus on how to make students apply what they have learned, learn materialist methods and improve their historical thinking. [3]It pays attention to the assessment of students' autonomous learning ability, and takes the effect of students' autonomous learning ability as an important evaluation criterion. Self-learning ability is an important way to improve students' thinking ability of ideological and political knowledge, and also a good way to improve students' learning and practical ability. Autonomous learning is of irreplaceable significance to ideological and political education in colleges and universities and even students' lifelong learning, because the knowledge obtained through autonomous learning will give students a deeper understanding, which is one of the best manifestations of practicing applied teaching.

We must change the teaching evaluation concept of the course of "The Outline of Modern and Contemporary Chinese History". First of all, we should closely link with practice, if the theory is separated from practical application, then its inherent meaning will be greatly reduced. Secondly, we should establish diversified teaching evaluation criteria. In addition to examinations, students' individual abilities should be comprehensively evaluated. Specifically, for ideological and political courses, we can arrange some practical homework in class, and let students show their homework in the form of courseware in class. [4]This can not only expand the breadth of students' learning evaluation, but also effectively mobilize students' learning enthusiasm to a certain extent, and more importantly, it is also conducive to cultivating students' autonomous learning ability. The purpose of ideological and political education in colleges and universities is not only to enrich students' knowledge, but also to broaden students' horizons, and to shape the mode of thinking for students, so that students can look at and comment on problems from the perspective of disciplines.

5. Improve the Effectiveness of the Course "The Outline of Modern Chinese History"

By introducing the "big idea" teaching of "exploration of the path of modern China's development", the quality of teaching content is improved, modern education technology is used to serve the classroom, teaching evaluation is innovative, and student feedback is emphasized, and the Marxist materialism contained in historical events and historical laws is truly integrated. The concept goes deep into the hearts of students. The topical teaching content closely linked to the "big idea" and the problem-oriented and inquiry-based teaching method have significantly improved students' concentration and sense of participation. Having an equal dialogue on the important and difficult issues that students are concerned about has enhanced students' sense of gain. Combined with the exploration of interactive teaching in the smart classroom, the students' enthusiasm for learning has been mobilized, and the affinity of the course "The Outline of Modern Chinese History" has been enhanced. To equip students with the core literacy of the ideological and political education discipline, the key is to enable students to use the "big idea" as the core discipline concept to solve the problems encountered in social life, form correct values, noble character and scientific history thinking. [5]The innovation of teaching design with "big idea" as the core is one of the ways to deepen the reform of ideological and political courses in the new era.

The teaching content of "The Outline of Modern and Contemporary Chinese History" is structured by using "Big Idea". This paper tries to reconstruct the logic between the concept of subject and unit teaching by refining the basic connotation, typical characteristics and expression mode of the concept of college ideological and political theory course. The unit teaching design model based on the "big idea" of the subject is constructed, and the path analysis is carried out in combination with the teaching topic. Research on the Innovative Teaching Design of "The Outline of Modern Chinese History" under the Concept of "Big Idea" is helpful for deepening the reform of teaching. [6] It is also conducive to improving students' sense of acquisition and satisfaction with learning and making the ideological and political theory course more useful for students for a lifetime.

References

- [1] Grant Wiggins, Jay McTighe. *Understanding by Design*(2nd Edition).VA: Association For Supervision and Curriculum Development, 2005.
- [2] Kolb, D.A. *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall, 1984.
- [3] Michael Loewe, Edward L. Shaughnessy. *The Cambridge History of China*(1912-1949). Cambridge University Press, 1999.
- [4] Whiteley, M. *Big Ideas : A Close Look at the Australian History Curriculum from a Primary Teacher's Perspective*. Agora,2012, (1).
- [5] Robert Marzano, *On Excellence in Teaching*. Solution Tree Press, 2010.
- [6] H. Lynn Erickson, Lois A. Lanning. *Transitioning to Concept-Based Curriculum and Instruction: how to bring content and process together*. Corwin Press, Inc., a Sage Publications Inc. company, 2014.