

# Research on the Teaching Practice of Pair-Split Classroom in Civics Courses of Applied Colleges and Universities

Hongmei Ma

School of Marxism, Geely University of China, Chengdu, Sichuan, China

## Abstract

In applied universities, the ideological and political theory course bears the weighty responsibility of cultivating students' correct worldviews, outlooks on life, and values. However, traditional teaching methods have revealed a discrepancy with students' cognitive and behavioral characteristics over time. Faced with this challenge, the pair-split classroom has been proposed as an innovative teaching model, aiming to better stimulate students' motivation and enhance the effectiveness of ideological and political education. This teaching model involves restructuring the traditional classroom, transitioning from a teacher-centered approach to a student-centered one, fully leveraging students' initiative, creativity, and engagement. The practical application of the pair-split classroom not only emphasizes the transmission of knowledge but also focuses on the cultivation of students' abilities, making it worthy of further exploration in the ideological and political theory course. Therefore, this paper aims to delve into the teaching practices of the pair-split classroom in applied universities' ideological and political theory courses and propose suggestions for its future development, with the hope of providing reference and inspiration for the reform of ideological and political education.

## Keywords

*Pair-split* classroom, Civics in applied colleges and universities, Teaching practice.

## 1. Introduction

In the context of the 21st century education reform, the innovation of teaching modes in various subject classrooms has become a key initiative to promote the development of higher education. Especially in the ideological and political education of applied universities, its unique talent training goals require teaching methods to continuously adapt to the cognitive characteristics of students in the new era, in order to enhance the attractiveness and influence of teaching. pair-split classroom teaching has emerged in such a context and has received extensive attention and experimentation. By redefining the content and form of classroom teaching, the pair-split classroom teaching model seeks to find a balance between inheritance and innovation, promoting students to shift from passive knowledge acceptance to active participation in the learning process, stimulating intrinsic motivation, and solidifying their ideological and moral foundations. This article aims to analyze the application of the pair-split classroom teaching model in ideological and political courses, explore its contribution to the improvement of students' comprehensive quality, as well as the challenges it faces and the direction for future optimization, to provide support for enhancing the quality of ideological and political courses in applied universities.

## 2. Theoretical Foundations of the Pair-Split Classroom Teaching Model

As a new emerging teaching model, the pair-split classroom experience challenges our traditional understanding of ideological and political education in applied universities. With its

high level of interactivity and relevance, this model demonstrates unique advantages in cultivating students' critical thinking and practical abilities. "pair-split classroom experience" is not just a concept, but a comprehensive teaching model that integrates various teaching philosophies such as information technology application, student-centered learning, and interactive communication. It breaks away from the traditional one-to-many, top-down approach of classroom teaching, emphasizing instead on teacher-student interaction and student autonomy in learning. In the pair-split classroom, teachers are no longer mere transmitters of knowledge, but rather guides and facilitators, while students transform from passive receivers into active explorers and collaborators. Compared to traditional classroom teaching models, the pair-split classroom places greater emphasis on the design of teaching activities and optimization of teaching resources. Traditional teaching often overlooks individual differences among students, with teachers delivering knowledge uniformly in terms of pace and method, making it difficult to meet the needs of different students. However, the pair-split classroom model strives to create personalized and differentiated learning environments, moving away from fixed and uniform teaching content and mechanical teaching methods. It allows students to develop based on their own interests and abilities, enabling them to make independent choices and engage in self-directed learning [1].

The theoretical underpinnings of the pair-split classroom teaching model trace back to longstanding sources. It aligns with the educational philosophies of thinkers such as Kant and Dewey, as well as modern educational technology theories like Bruner's educational process theory and Vygotsky's socio-cultural theory. These theories all emphasize the subjectivity of students in their learning process, suggesting that knowledge is not merely passively received, but rather constructed through active and purposeful participation and social interaction. The integration of the classroom experience and ideological and political education not only enhances the appeal and penetrative power of ideological and political courses, but also deepens students' understanding and comprehension of ideological and political theories. In this model, students are able to engage in in-depth discussions and analysis of social hot topics and current political events through cooperative learning, scenario simulations, role plays, and various other forms, effectively increasing the practicality and relevance of ideological and political courses. This provides strong theoretical and practical support for cultivating applied talents.

In summary, the definition and characteristics of the pair-split classroom experience embody an effective transcendence of traditional teaching models. By fully leveraging the advantages of information technology, promoting interactive communication between teachers and students, and creating a more personalized and dynamic learning environment, this teaching model can deeply inspire students' learning interests, enhance their critical thinking abilities, and achieve the organic integration of knowledge understanding and value shaping. Ultimately, the pair-split classroom teaching model is not just a means of educational innovation, but also a crucial approach to improving educational quality and fostering the development of modern citizens.

### **3. The Practical Application of Pair-Split Classroom in Civics Courses of Applied Colleges and Universities**

#### **3.1. Feasibility Analysis of Pair-Split Classroom in Teaching Civics Courses**

In today's realm of education, the pedagogical model of pair-split classroom has gradually garnered widespread attention from educators, particularly in the application of ideological and political education in practical-oriented colleges. This model, which divides classroom time and activities into online and offline components, injects new vibrancy and efficiency into the teaching of ideological and political courses. In terms of feasibility, the utilization of information technology in the pair-split classroom fully capitalizes on its advantages, providing students

with a more flexible learning approach. The online component, through formats such as video lectures, interactive discussions, and online assessments, allows students to independently arrange their learning time and pace according to their individual circumstances, thus enhancing their autonomy and personalization in learning. The offline component places emphasis on teacher-student interaction, case analyses, and discussions on real-world issues, enabling students to integrate the theoretical knowledge acquired online with practical problems, thereby enhancing their practical abilities and critical thinking. Furthermore, the pair-split classroom supports differentiated instruction, which allows teachers to provide personalized guidance based on students' learning conditions, making the teaching process more tailored to their specific needs. Ideological and political education often requires students to deeply comprehend and internalize the content, and the flexibility of the pair-split classroom provides students with more opportunities to digest and absorb complex political theories. The pair-split classroom model also encourages collaboration and communication among students, and the offline discussion segment can foster intellectual collisions and knowledge sharing, promoting the cultivation of collective consciousness and teamwork. This is particularly vital for ideological and political education, as one of its objectives is to cultivate students' sense of social responsibility and collective honor [2].

### **3.2. Implementation Methods of Pair-Split Classroom in Teaching Civics Courses**

In implementing the *pair-split* classroom approach in ideological and political education, it is imperative for teachers to employ concrete and effective methods. For instance, the teaching content can be divided into various parts such as online self-study, group discussions, and in-depth offline lectures. During the online self-study phase, students can engage in preliminary learning of theoretical knowledge through online platforms, utilizing multimedia materials, and online courses for self-guided learning. For example, by studying relevant historical videos, students can gain a preliminary understanding and perception of the theory of socialism with Chinese characteristics. Subsequently, organizing group discussions on campus allows students to deepen their understanding of the theory through mutual assistance and learning. In this process, teachers play a guiding role, presenting discussion topics and encouraging students to engage in dialectical thinking. Taking the "Chinese Dream" as an example, teachers can guide students in analyzing the connection between the Chinese Dream and personal aspirations, and explore how to contribute to the country's development while pursuing personal goals. In-depth offline lectures are a crucial aspect of the divided-classroom approach. During this stage, teachers provide in-depth analysis of the difficult issues encountered by students in autonomous learning and group discussions, enabling students to effectively resolve problems through interaction. For instance, if some students have a limited understanding of the essence of the core socialist values, teachers can deepen their comprehension through vivid case analyses, such as interpreting the heroic deeds during the fight against the COVID-19 pandemic, thereby fostering a deeper understanding and evoking patriotic sentiments. In future practices, this teaching model is expected to not only promote the overall development of students, but also inject new vitality into ideological and political education.

### **3.3. Evaluation of the Effectiveness of Pair-Split Classroom Teaching Model and Student Feedback**

Through actual teaching practices and research, it has been discovered that the pair-split classroom teaching model greatly enhances the participation and effectiveness of ideological and political education. In terms of evaluating the effectiveness, educators have utilized several methods. The statistical analysis of students' performance is the primary evaluation method, which quantitatively analyzes the teaching effectiveness through examinations and daily assignments. A more in-depth evaluation comes from the analysis of the learning process,

including recording and analyzing indicators such as the frequency of classroom interactions, student participation, and post-lesson discussion enthusiasm. Student feedback is collected through diverse methods. Questionnaires are an effective tool, covering preferences for the pair-split classroom teaching model, perceptions of interactivity, and the degree of assistance in personal growth. Focus group discussions provide deeper insights, as students can express their views on the course and teaching methods in a more relaxed atmosphere. Individual interviews can uncover the deep-seated feelings and suggestions of students. In practice, the pair-split classroom guides students to focus on cultivating their thinking and practical abilities while mastering knowledge. Forms such as group discussions and case analysis stimulate students' interest in critical thinking, which has been widely recognized in student feedback. Students generally believe that such a classroom atmosphere helps cultivate their critical thinking. However, there are also voices pointing out that for some introverted or students unaccustomed to expressing themselves, highly interactive classrooms may create pressure, thereby placing higher demands on teachers in guidance [3].

## **4. Challenges and Solutions to Implementing the Pair-Split Classroom Teaching Model**

### **4.1. Changes in Teacher Roles and Integration of Expertise**

In the teaching of ideological and political education in contemporary application-oriented universities, the reshaping of the role of teachers undoubtedly plays a crucial role. On the one hand, teachers are no longer mere transmitters of information; on the other hand, they must become guides of knowledge, cultivators of student abilities, and shapers of values. In such a process, the promotion of the pair-split classroom teaching practice has encountered a series of challenges, including how to effectively transform the role of teachers and how to integrate professional knowledge and ideological and political education content effectively. The transformation of the teacher's role first requires teachers to abandon the traditional identity of "knowledge transmitters" and instead become "facilitators of learning" and "problem solvers." In the pair-split classroom teaching model, teachers should encourage students to explore and ask questions actively, while themselves taking on more of a role in providing feedback, promoting thinking, and stimulating discussions. This transformation means that teachers need to possess a higher level of classroom management ability and the ability to guide students in collective and individual inquiry-based learning. In the integration of professional knowledge and ideological and political content, teachers should achieve the organic penetration of ideological and political elements into professional courses. It is important to note that this integration is not simply the addition of ideological and political education content, but the exploration of the intrinsic ideological and political education value of professional knowledge, allowing students to naturally come into contact with elements such as social responsibility, moral norms, and value orientation through forms such as case analysis, practical operations, etc., while learning professional skills. This not only strengthens students' professional learning but also effectively achieves the goals of ideological and political education. Facing the challenges and opportunities of this teaching model, relevant education departments and universities should make full preparations. This includes, but is not limited to, providing systematic teacher transformation training, establishing a multi-level evaluation mechanism to assess teaching effectiveness, and exploring through practice to form integrative models that are replicable and promotable, which is expected to achieve significant results in promoting students' comprehensive development and improving teaching quality [4].

## 4.2. Increased Student Engagement and Development of Thinking Skills

In the classroom of ideological and political education, the level of student participation directly relates to the effectiveness of education, and the cultivation of thinking abilities is a manifestation of educational objectives. When implementing the pair-split classroom teaching model in applied universities, there are numerous challenges in promoting student participation and enhancing thinking abilities. The first issue lies in the fixation of traditional teaching models on the role positioning of students, which results in students being accustomed to passively receiving knowledge, often lacking enthusiasm to actively engage in teaching activities. Furthermore, the implementation of the pair-split classroom places higher demands on teachers' teaching methods and classroom management capabilities, making the design and implementation of classroom interactions particularly crucial. Without the corresponding teaching skills and strategies, teachers will struggle to stimulate students' enthusiasm for learning, let alone foster their thinking abilities. To overcome these barriers, the primary pathway to resolution is a refreshed educational concept that shifts students from the object of teaching activities to active participants. In terms of instructional design, various teaching methods such as discussions, debates, and case analyses can be introduced to encourage students to raise questions and exchange ideas in the classroom, strengthening their initiative and innovativeness in the learning process. Teachers should also adopt flexible and diverse teaching strategies, such as project-driven or problem-oriented teaching methods, to inspire students' desire for exploration and cultivate their abilities in problem discovery and resolution. In the cultivation of thinking abilities, teachers should emphasize the training of students' logical thinking, critical thinking, and innovative thinking. Through the analysis and resolution of specific problems, students can gradually develop the ability to think independently. For instance, by designing problem scenarios related to current events and social issues, teachers can guide students to engage in in-depth discussions and analysis related to their subject knowledge, prompting students to integrate theory with practice, effectively enhancing the depth and breadth of their thinking.

## 4.3. Preparation of Teaching Resources and Guarantee of Technical Support

In the context of application-oriented higher education institutions, teaching resources and technological support serve as not only the cornerstone for implementing this instructional model, but also as indispensable elements for ensuring teaching quality and deepening students' understanding. However, pair-split classroom are about personalized learning, which requires textbooks and supporting materials that include multiple perspectives and information. Existing teaching materials often fail to meet the actual needs of students, with redundant content that struggles to arouse students' interest and critical thinking. Regarding technological support, while the widespread use of digital tools has facilitated in-class personalization, the maintenance of tool stability, security, and timeliness poses a significant technological barrier for schools and educators engaged in ideological and political education. To tackle these challenges, universities need to explore and implement solutions from multiple dimensions. In terms of teaching resources, universities ought to establish an up-to-date textbook revision mechanism, incorporating more practical case analyses and discussions on social issues. This approach will ensure that the learning content keeps up with the pulse of the times, thereby enhancing students' interest and engagement in learning. Educational practitioners should actively collaborate with educational technology professionals to develop more educational apps and online learning platforms tailored to the unique characteristics of ideological and political education. This will provide students with a more personalized and interactive learning experience. In terms of technological support, universities need to allocate necessary funding to guarantee the construction and maintenance of instructional platforms. Furthermore, regular and systematic technological training for teachers should not be

overlooked, ensuring their proficient utilization of various modern educational tools to cope with potential technical failures. Ultimately, the successful implementation of the pair-split classroom model goes beyond mere resource and technological accomplishments. It reflects a profound reflection on traditional educational models and the spirit of innovation that is carried forward. Careful preparation of teaching resources and robust technological support are key factors that enable the innovation and tangible realization of ideological and political courses [5].

## 5. Prospects for the Pair-Split Classroom Teaching Model

The term "pair-split classroom," though it carries an air of erudition, has gradually found its way into the classrooms of applied universities in the field of education, much like a fresh spring breeze. It is not merely a new teaching model, but a disruptive innovation that challenges the traditional classroom. Its potential deserves both industry and external attention and exploration. By delving into the realm of the pair-split classroom, one can clearly perceive its significance and value within the context of applied universities' ideological and political education courses. Traditional ideological and political education courses often face scrutiny regarding student participation and practical application. However, the pair-split classroom precisely stimulates students' interest in active learning and transcends the limitations of traditional teaching. In this model, students are no longer passive recipients of knowledge but become active explorers, while teachers transition from being "professors on the podium" to "guides of learning." This approach not only enhances students' absorption and internalization of ideological and political knowledge but also develops their critical thinking skills and ability to independently analyze problems. In terms of development trends and application expansion, the pair-split classroom teaching model is gradually shifting from being practiced by a few pioneers to being adopted and experimented with by more universities. With the rapid advancement of educational technology and the increasing convenience of blended online and offline teaching, the implementation of the pair-split classroom is receiving technical and hardware support. Educators are gradually realizing the immense potential of the pair-split classroom in improving teaching quality, strengthening teacher-student interaction, and fostering students' comprehensive qualities. This indicates that the model will play a vital role in future higher education. From a long-term perspective, the pair-split classroom teaching model is expected to lead a new transformation in ideological and political education, making it more closely aligned with students' realities and promoting the enhancement of their overall abilities, thus contributing a unique force to their holistic development and societal progress. Therefore, researching and exploring the practical application of the pair-split classroom in applied universities' ideological and political education is not only a requirement for improving educational quality but also a necessity for cultivating talents in the new era under the current social context [6].

## 6. Conclusion

After conducting a thorough analysis of the application of the pair-split classroom in ideological and political education in applied universities, this paper recognizes the educational value and development potential offered by this teaching model. By reshaping the classroom structure and allowing students more autonomy and exploratory space, the absorption and internalization effects of ideological and political education are significantly enhanced. Subsequently, the transformation of the teacher's role, the cultivation of student's thinking abilities, and the continuous improvement of teaching resources are all key factors for the successful implementation of this model. However, in order for universities to fully leverage the advantages of the pair-split classroom, it is necessary to address issues such as personalized

matching of course content and innovative methods of teaching evaluation. In the future, universities should further strengthen empirical research on the implementation of the pair-split classroom in ideological and political education, and increase the application of technological means to make more substantial contributions to the modernization of ideological and political education.

## Acknowledgments

Project Name: Teaching Reform and Scientific Research Project of Geely College in 2023: Application Research on Precision Teaching of Ideological and Political Courses in Private Universities —— Take the teaching mode of "separate classroom" as an example: Project No.: MBXH23YB995.

## References

- [1] Pei X Y .Design and Practice of Blended Teaching Mode of MOOCs+ Flipped Classroom-- Taking Basics of Interpretation Course As An Example[J].International Journal of Educational Science and Theory,2024,2(12):33-36.
- [2] Walsh N J .Using cluster analysis to identify procrastination and student learning strategies in a flipped classroom[J].The International Journal of Management Education,2024,22(1):100936-100941.
- [3] Chen X .Three Teaching Modes of Flipping Classroom Applications Inquiry——Take Chinese English Teaching as an Example[C]//Eliwise Academy. Proceedings of the International Conference on Interdisciplinary Humanities and Communication Studies (ICIHCS 2022) (part11). Department of Chinese language and literature, West Anhui University;,2022,(6):214-218.
- [4] Shen Y .The Application of the Flipped Classroom to Lead English Education Students Come to ZPD: An Example from Flipped Classical Reading Class[C]//Wuhan Zhicheng Times Cultural Development Co., Ltd..Proceedings of 2nd International Conference on Electronic Business Management and Education Engineering (EBMEE 2022).Department of English,Hangzhou Normal University;College of Art letter,California State University;, 2022, 2(18): 157-161.
- [5] Luo Y .The Opportunities and Limitations of Blended Learning and the Flipped Classroom for Second Language Teaching[C]//Wuhan Zhicheng Times Cultural Development Co., Ltd.. Proceedings of 4th International Workshop on Education Reform and Social Sciences (ERSS 2021).Faculty of Arts, The University of Melbourne, Grattan Street Parkville;,2021,5(14):195-199.
- [6] Wang S .A Study on the Introduction of Flipped Classroom to Chinese EFL Students[C]//Eliwise Academy. Proceedings of the 2021 International Conference on Educational Innovation and Philosophical Inquiries (ICEIPI 2021).Graduate School of Humanities and Social Science, The University of Melbourne;,2021,(13):229-241.