

A Study on the Necessity and Basic Mode of Implementing Cooperative Teaching in the Ideological and Political Theory Courses

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Received: February 3, 2012

Accepted: February 24, 2012

Published: May 15, 2012

doi:10.5430/jct.v1n1p41

URL: <http://dx.doi.org/10.5430/jct.v1n1p41>

The research is financed by Changchun University of science and technology. No.XY1060(Sponsoring information)

Abstract

This paper explores the necessity and basic mode of the implementation of cooperative teaching in the ideological and political theory courses. The practice of cooperative teaching in the Ideological and political theory courses is helpful for overcoming the deficiency of the traditional large-class teaching mode, and realizing complementary function of classroom teaching and practice teaching of the ideological and political theory courses, and bringing the advantage of the multimedia teaching and cooperative teaching into play. The establishment of cooperative teaching model needs to start from seven aspects: the first is to grasp the scientific concept of cooperation teaching, the second is to strengthen the interaction among teachers, the third is to change the teaching idea and adhere to the 'student oriented'. the forth is to enrich teaching modes, the fifth is the reform of examination method, the sixth is the integration and optimization of four resources including classroom teaching, campus, network and the society, the seventh is to further strengthen the communication and exchange between students and teachers.

Keywords: The ideological and political theory courses, Cooperative teaching, Necessity, Basic mode

The ideological and political theory courses in the university takes the important mission of the education of Marxism theory and the ideological and political education on the college students. However, for a long time, limited by the large-class teaching mode in the ideological and political theory courses, the teachers in classroom teaching often only take the method of indoctrinating teaching, which can neither bring students' subjectivity into play, nor effectively cultivate and improve the students' innovation and thinking ability. Therefore, it is necessary to explore the new teaching mode to improve the teaching effect in the ideological and political theory courses. In recent years, a new teaching method - cooperative teaching gets certain application in the teaching practice, which has better effect to eliminate the drawbacks of traditional teaching model and improve teaching effect. The paper tries to make initial exploration on the necessity to implement cooperative teaching, the connotation of cooperative teaching and the construction of cooperative teaching mode so as to further push the reform and innovation of the ideological and political theory courses in the university and improve the quality of teaching.

1. The necessity to implement cooperative teaching mode in the Ideological and political theory courses

1.1 The traditional large-class teaching mode calls for the implementation of cooperation teaching

Large-class teaching is generally the current form in the ideological and political theory courses. There are the 4-6 classes in the teaching classroom in general, and the number of students is more than 100. In such a large scale of classroom teaching, teachers' ability to control the classroom is weakened, and classroom discipline is lax, and students' attention in classroom teaching is lower, and communication between teachers and students is not enough, and classroom teaching turns into indoctrinating teaching in which teacher says and students notes. Indoctrinating teaching 'emphasizing teachers' control and knowledge's control over students. The teaching process is closed and far away from

the life world. Its basic method is mechanical indoctrination'. (Li Taiping, Li Yanqing, 2008) Therefore, the method has obvious defects. The first is the neglect of interaction and dialogue between teachers and students, and among students. Students just passively accept knowledge, and the teacher and students seldom communicate and exchange, so students have no chance in the classroom to express their understanding, thinking and comprehension on knowledge, and teachers can not understand students' knowledge structure and ability to accept. Therefore, teaching is often away from the students' real life and the level of understanding, causing the teachers' teaching' and students' learning' is out of line. The second is to ignore the cultivation and development of students' ability. In indoctrinating teaching, students are regarded as 'knowledge container', who rely on the teachers instilling knowledge. Students only mechanically memorize the explained content without truly understanding and thinking knowledge. The development of students' thinking ability and the innovation ability is ignored, which seriously impact on the teaching effect of the ideological and political theory courses.

1.2 The implementation of cooperative teaching is helpful for classroom teaching and practice teaching function complementarily in the ideological and political theory courses

The implementation of cooperative learning can solve the realistic problem on how to make classroom teaching and practice teaching function complementarily in the ideological and political theory courses, and improve the teaching level. Firstly, the cooperation teaching mode helps to improve the level of teaching and cause teachers to make common progress through interaction among teachers, teachers' preparation for lesson collectively and teaching research. Secondly, the cooperation teaching mode is helpful to enliven classroom atmosphere, expand the teaching depth, and enrich the teaching content by teacher-student interaction and student-student interaction in the classroom under the guidance of the cooperative teaching concept. Thirdly, the cooperation teaching mode helps to integrate and optimize four major resources including classroom, campus, media and the society, and improve classroom teaching and practice teaching. Cooperative teaching's integration on the teaching resources reflects on these aspects. 'Classroom teaching will be extended to the internet and other media, increasing more discussion and dialogue space between the teachers and students. The view from the civil and mass media will be introduced appropriately into classroom guidance when teachers' humanistic concern and academic tolerance are shown by accommodating differences and respecting for individuality. The truth of theory and the beauty of ideas will be poured into the activities of students' organizations and the campus culture's construction, enhancing the significance, quality and taste of activities. The practice teaching will be integrated into the stage of the activities of students' organizations and the campus culture's construction, enriching practical teaching's form and improving the effect of practical teaching by pleasant exchange and close interaction.' (Ning Xiaoju, 2010)

1.3 The implementation of cooperative teaching helps to make up the defect of multimedia teaching and bring their advantage into play

Currently, multimedia teaching is adopted basically in the ideological and political theory courses. By use of voice, text, images, video and other means, multimedia teaching provides the students with a lot of information, which stimulate the students' interest in learning and improve the teaching appeal and persuasiveness and effectiveness of ideological and political theory courses. However, there are some deficiencies in the current teaching practice. Information quantity of some courseware is too much for students to keep up with the teacher's way of thinking, and decline students' interest in learning. Also, there are some problems such as the desalination of teachers' leading role, the main role of students being weakened, and the lack of interaction. Some teachers 'are pulled on the nose by multimedia courseware content, too busy to take account of students' feeling and the atmosphere of the classroom, and unable to effectively control the rhythm of teaching and adjust the teaching content pertinently. Therefore, the teaching form is inflexible, and the scene atmosphere is oppressive. It is difficult for students to interact with teachers and to appreciate the teaching intention. The political lesson teaching which might have individual passion becomes a person and a computer look face to face. The teacher who teaches in this form loses his initiative, and is absorbed in the desktop, clicking mouse, and showing courseware, which leads the lack of classroom activity.' (Li Ziyuan, 2011) The main reason for the above-mentioned problems is the lack of interaction teaching links, which include both the interaction between teachers and students, and the communication between students. The implement of cooperative teaching makes it possible to improve multimedia teaching. Cooperative teaching take the student as the center, take exchanges and cooperation between students as the basis, and attach importance to the training of actual communicative ability of students. One of striking features of cooperative teaching is face-to-face promotive interaction. (Cui Gang, Gu Wei, 2003) In all, the implementation of cooperative teaching in the multimedia teaching can promote teacher-student interaction and student-student exchanges, and bring the respective advantages of multimedia teaching and cooperative learning into play, and make up for the defect of multimedia teaching, and improve the teaching effect of the ideological and political theory courses.

2. The construction of the basic cooperative teaching mode of ideological and political theory courses

Through exploration and practice for three semesters, we know deeply cooperative teaching model has the important role to improve the effectiveness of Ideological and political theory courses. Also we know how to construct the cooperative teaching pattern of ideological and political theory courses. The following aspects have to be strengthened:

2.1 Grasping the concept of cooperative teaching scientifically

On the basic connotation of cooperative teaching, Chinese scholars have studied in-depth. Wang Tan (Wang Tan, 2002) studies basic concepts of the cooperative teaching, puts forward cooperative teaching's six basic concepts, namely the interaction view, object view, teachers and students view, form view, situation view and evaluation view. 'Its foundation is modern social psychology, educational sociology, cognitive psychology and modern educational technology, and so on. Its starting point is to study and use the interpersonal relationship in classroom teaching. Its guide is to design the objective. Its basic power is teacher-student cooperation, student-student cooperation and teacher-teacher cooperation. Its basic form is group working. Its evaluation standard is group achievement. Its basic means is criterion-referenced assessment. Its ultimate goal is to improve the academic performance of students in a large scale, to improve the socially psychological atmosphere in class and to form students' good psychological quality and social skills.' (Wang Tan, 2002) Zeng Qi (2000) puts forward the five basic elements of cooperative learning and the basic ways to construct these elements. The five elements are positive interdependence, individual accountability, social skill, group processing, and heterogeneity. The above research is of great significance for us to grasp the cooperative teaching concept and construct the cooperative teaching mode of ideological and political theory courses.

2.2 Strengthening teacher- teacher interaction

Cooperative teaching takes teacher- teacher interaction as the leading. (Wang Tan, 2002)Teacher- teacher interaction can begin in these forms. Firstly, at the beginning of each semester, all teachers discuss teaching ideas and principles and determine the specific implementation plan of teaching activities in this semester. The second is to improve the teaching level of teachers by collective lesson preparation and teaching seminars. By discussing the teaching difficulty and key, focusing on understanding and awareness of hot point, academic frontier and the practice of teaching methods each other, the teachers inspire each other, perfect teaching idea, achieve the goal of teaching and make teachers 'common progress and development. The third is that all teachers make summary and evaluation on teaching in general, and collect the data of teaching reform at the end of each semester so as to prepare for the future teaching.

2.3 Changing teaching ideas and adhering to the 'student oriented'

To Implement cooperative teaching, it is necessary for teachers to scientifically understand cooperative teaching concept and adhere to the 'student-centered'. The first is to organize teachers to study cooperation teaching concept by collective lesson preparation and teaching research. The second is to hold students' forum, to carry out questionnaire survey to understand the hot points and difficult issues paid attention to by students, thus we have a definite object in view, and can select the appropriate survey questions and topics for discussion so as to improve students' enthusiasm to participate in cooperative teaching.

2.4 Enriching teaching methods

Rich and diverse teaching methods are essential to carry out effectively cooperative teaching. Nowadays, the teaching in the ideological and political theory courses is divided into two aspects, namely, classroom teaching and practice teaching. Therefore, we also design different teaching methods for two aspects.

In classroom teaching, in addition to the multimedia teaching, we also design the group discussion, classroom debate, current affairs comments of a week, writing essays and other teaching forms.

In practice teaching, we design many activities such as history knowledge contests, lecture contests, the report of social practice investigation, red film feedback, and review of outstanding reportage and red books, and so on. There are both centered student teaching and scattered self-study. In the end of the classroom teaching, the teacher arranges for students the topic of social practice. Three students can form a group of holiday survey and write the social investigation report. When practice teaching begins, according to the teachers' evaluation and volunteers of students, the group members of excellent social practice report are chosen to engage in reporting social practice findings. The review panel of teachers comments on the students' report. These forms of teaching enrich the content of practice teaching, enhance the students' interest in learning and cultivate students' teamwork skills.

2.5 Reforming assessment methods

A student's examination result is assessed according to his whole performance in the semester. In the classroom teaching, we set the normal performance score of 50 points, the final exam 50 points. The normal performance score includes student attendance and other grades such as the group discussion, classroom debate, current affairs comments of a week and writing essays. That can cultivate and improve the students' language ability, analyzing ability, understanding ability on current political affairs and the ability of autonomous learning. Especially some activities such as the group discussion, classroom debate and current affairs comments of a week need students organized in small groups, and a student's achievement is assessed according to his team's overall performance, thus the students' ability of organization and coordination and cooperative learning are trained and improved. In the assessment of practice teaching, we set the usual attendance of 30 points, the other is 70 points including the report of social practice investigation, red film feedback, review of outstanding reportage and red books. In addition, the student will be awarded point who is selected to participate in the contest of party history knowledge and lecture contest. In one word, the reform of examination methods has played an important role in changing students' contempt for usual learning, only relying on Interim review before the final exam, and enhancing the educational effect of ideological and political theory courses.

2.6 Paying attention to integration and optimization of four resources such as classroom, campus, network, and the society

In the teaching of ideological political theory courses, in addition to the classroom, we make use of departments of our university, networks and social resources as far as possible. We held a 'I love my motherland' speech contest, and the video of the students' speech have to be displayed on social practice network platform of ideological and political education for students to vote, which requires technical support from our university. When the contest of party history knowledge was held, much support was obtained from Chinese Communist Party Committee and Communist Youth League Committee of our university. The social survey of students gets many institutions and enterprises such as the Puppet Manchurian Palace and the Coca Cola Company. These supports are vital to succeed in the cooperative teaching especially practice teaching.

2.7 Strengthening teacher-student communication and exchange

The accomplishment of cooperative teaching asks for the active participation of students, teacher-teacher interaction and student-student interaction. Therefore, teachers should be active to communicate with each college and department, learning committee of each class, the headman of each group so as to understand students' concerns and requirements on the activity and form of teaching, and to design more teaching form and programs of activities in line with the demands of the students to ensure the smooth implementation of cooperative teaching.

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