

On Applying SPOC to Upgrade Maoism Innovation Model Teaching

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Abstract: *The application of Small Private Online Course (SPOC) to upgrade Maoism Innovation Model teaching is discussed in the context of Ideological and Political Education (IPE). The main points and key arguments include: The need to accelerate the construction of an innovative country and build a workforce with innovative skills. The importance of integrating Maoism content into IPE from an innovative perspective to enhance students' innovative literacy. The benefits of using SPOC for personalized instruction, interactive learning, and integrating various teaching resources. The focus on innovative learning needs of undergraduates and the teaching design approach of Maoism Innovation Model SPOC. The teaching philosophy design and objectives of Maoism Innovation Model SPOC. The corresponding teaching methods include online and offline complementary self-teaching and model-guided engaging teaching. The role of model education is emphasized, particularly using the original author of Maoism as an innovative role model, to enhance students' innovative quality and capabilities. Overall, the importance of innovative teaching methods of SPOC is highlighted, to enhance students' understanding of Maoism and promote innovative literacy.*

Keywords: SPOC; Maoism; Innovative literacy; Model teaching; IPC.

1. INTRODUCTION

By 2035, China aims to be among the forefront of innovative countries. To achieve this, it is necessary to accelerate the construction of an innovative country, deepen the supply-side structural reforms, and build a workforce that is knowledgeable, skilled, and innovative[1]. And the new situation of Ideological and Political Education(IPE) requires students to be able to reassure the Party, contribute to their country with patriotism, and take on the responsibility of national rejuvenation.[2] Then, teaching of the Maoism course that play a "main channel" role in IPE should be carried out from the perspective of innovation practice, with the aim of improving students' innovative literacy, and conduct Maoism innovation model teaching, considering his innovative influence. As a key founder of the Communist Party of China and a principal architect of the People's Republic of China, the original author of Maoism had a profound impact not only in China but also on global politics, culture, and social movements. His innovative theories and practices are widely recognized for their influence on the international communist movement and the liberation movements of Third World countries in the 20th century. The main affair left for us to handle is how to combine Maoism innovation model with online education. SPOC (Small Private Online Course) is an online educational model that combines the advantages of traditional classroom teaching and online learning, allowing teachers to provide personalized instruction to a small group of students. Current research primarily focuses on SPOC offering personalized learning resources and guidance based on students' learning progress and abilities, and enhancing interactivity: providing a variety of interactive tools, such as discussion forums and immediate feedback, to strengthen the interaction between students and teachers. At the same time, it is well known that SPOC can integrate a variety of teaching resources, including videos, documents, online tests, etc., making it convenient for students to learn anytime, anywhere. Comparative studies have found that SPOCs are more suitable for professional skill teaching than MOOCs (Massive Open Online Courses), and they require a lower level of self-learning ability[3]. Furthermore, there are practice proven that "the majority of students (87%) believe that carrying out ideological and political education in SPOC courses has significant advantages, greatly mobilizing the enthusiasm of students." [4] The opportunity observed is that existing Maoism role model teaching primarily focuses on presenting the life achievements and ideological theories of the original author of Maoism, but it lacks innovative perspectives, networked resources, and innovation methods. Through applying SPOC, teachers can apply innovative perspectives to the teaching methods of role model education, leverage the functional modules of online classrooms to flip the classroom, and carry out project-based learning, inquiry-based learning, etc., to stimulate students' interest in learning to innovate, allowing students to gain a deeper understanding of Maoism and to learn more thoroughly.

2. SPOC UPGRADE THE TEACHING DESIGN OF MAOISM INNOVATION MODEL TEACHING

2.1 Teaching design approach of Maoism Innovation Model SPOC

Firstly, by conducting research and analysis on the demand side, we identify the current state of teaching, discover the innovative learning needs of undergraduates, and their preferences for teaching content and forms. Secondly, in conjunction with the students' learning foundations and the teaching objectives of ideological and political courses, we formulate innovative-oriented teaching objectives. Lastly, by leveraging the autonomous teaching model of modern pedagogy, we match the teaching content and form of the Maoism Innovation Model SPOC to achieving the teaching goals of IPC.

In teaching practice, whenever innovation is involved, students show a clear curiosity. Through individual interviews, it is found that the common learning needs of college students are to enhance their innovative qualities and abilities, both of which are unified as innovative literacy. Building an innovative country requires innovative talents, as is well known, college students in the new era will participate in the historical process of socialist modernization throughout the whole course. However, the implementation of the strategy to become a strong country in higher education has encountered problems with the lack of innovative spirit and methods among college students, which requires the improvement of teaching design aimed at innovative literacy. Because the teaching objectives of IPC must be permeated by the main thread of "the liberation of humanity and the laws of human social development," and innovation runs through revolution, construction, and reform, which are common to the liberation and development of society, the "laws of human liberation and social development" can be abstracted to the laws of innovation. Therefore, the Maoism Innovation Model SPOC takes problem-oriented innovation that resolves doubts and explains confusions, and carries out teaching performance evaluation around innovative literacy.

2.2 Teaching Philosophy Design of Maoism Innovation Model SPOC

Research indicates that the IPC teaching content should enhance cultural soft power, strengthening of online public opinion guidance, and the ability of college students to distinguish right from wrong. Supply-side structural reform emphasizes both supply and demand, focusing on enhancing the adaptability and flexibility of the supply structure to changes in demand. Correspondingly, the supply-side reform of IPC should also pay attention to students' learning needs and focus on innovative literacy. Doing a good job in ideological and political work in colleges and universities requires adapting to circumstances, advancing with the times, and innovating with the trend. It is necessary to follow the laws of ideological and political work, the laws of teaching and educating people, and the laws of student growth. We should continue to use effective methods, improve old methods, and explore new methods. Therefore, the integration of innovation theory into Maoism innovation model SPOC is not only necessary but also urgent.

College students with global worldview are interested in Maoism content in most cases, but mainly on a theoretical level, lacking corresponding innovation spirit and methods when facing specific problems. Only by changing the "top-heavy" status that revolves around innovation, the primary driving force for development, to serve the innovative learning needs of students, is in line with the "practice- comprehension-better practice- better comprehension" cognitive route. Therefore, understanding the history of socialist development from an innovative perspective in practice, and playing the role of demonstration by Maoism innovation role models such as Marx and Engels, is beneficial to guide students to establish an innovative consciousness, strengthen their will to innovate, master the direction of innovation, and acquire the laws of innovation, consciously improving their innovative literacy. In conjunction with the school management philosophy of "student-oriented, quality-based, academic and practice, technique as the highest", the teaching philosophy can be further concretized as: to meet the innovative learning needs, improve innovative literacy, and focus on both innovative theory and skills, and cultivate innovative skills.

2.2 Teaching Objectives Design of Maoism Innovation Model SPOC

The "China Education Modernization 2035" emphasizes accelerating the transformation of education in the information age, requiring the construction of a new model of education and teaching based on information technology.[5]The design of the original author of Maoism as an innovative role model teaching objectives

can be achieved by integrating the SPOC concept with the Learning App information technology to build a new teaching model. This approach specifically targets students' innovative learning needs, enhances innovative literacy, and focuses on both innovative theory and skills, with an emphasis on cultivating innovative abilities.

Pedagogy classifies teaching objectives into three dimensions: knowledge and skills, processes and methods, and emotional attitudes and values. In light of this, the teaching objectives oriented towards innovation should integrate knowledge and skills related to innovation, processes and methods, and emotional attitudes and values. These three dimensions can all be summarized as knowledge of innovation, that is, knowledge about innovative capabilities, the innovation process, innovative methods, and knowledge about innovative emotional attitudes and values. Therefore, the goal of the Maoism innovation model SPOC is to center on innovative knowledge, using innovative role model resources to impart the innovation process, methods, attitudes, and values of the original author of Maoism, helping students to master an innovative literacy system driven by innovative qualities and capabilities. Here, centering on innovative knowledge is also because innovative knowledge is knowledge about innovation capabilities, innovation management, innovative methods, innovation spirit, and innovation resources[6].

3. SPOC UPGRADES THE TEACHING METHOD OF MAOISM INNOVATION MODEL TEACHING

To gradually achieve the teaching objectives of mastering the innovative literacy system, the Maoism Innovation Model SPOC adopts teaching methods that mainly focus on the complementary advantages of online and offline self-teaching, supplemented by interesting teaching guided by innovative role models.

3.1 SPOC Upgrades conditions for online and offline complementary self-teaching

Referring to the SPOC concept in teaching design, the teaching methods upgrade the teaching effects in terms of innovative attitude, participation, activity, satisfaction, and degree of innovation as follows: First, achieve "small" which is the S in SPOC, by setting restrictive access conditions, requiring that only students interested in innovation can enroll in the course. This ensures that the course can effectively optimize the foundation of innovative attitude. Then "private" which is the P in SPOC, conduct classroom teaching for current students at set times and places according to the students' learning needs and pace for innovative literacy, organize innovative role model learning resources, and through online voting and democratic consultation with students, establish a fair assessment process for group project innovation. This can complement the advantages of online and offline, optimizing students' satisfaction with the study of Maoism Innovation model.

Next, do well in "online" which is the O in SPOC, that is to upload multimedia or documents of innovative role models and their cases in a timely manner according to teaching needs, use group innovation practice assignments to organize and guide students to widely learn about the innovative practices of the original author of Maoism, and arrange for group discussions and exchanges to find materials and complete group projects through division of labor, thereby effectively improving the participation and activity of learning from Maoism's innovative knowledge. Integrate with "online" resources is determinant for the self-teaching of undergraduate.

Finally, do well in "course" which is the C in SPOC, address issues encountered in students' assignments offline, apply Maoism's innovative positions, viewpoints, and methods to guide assignments and grade tasks, and extend to online interaction, effectively improving students' degree of innovation; for students who meet attendance requirements and innovative literacy assessment, issue graded course certificates according to the scores of individual assignments and group innovation projects. The reason for grading is that the traditional Maoism course teaching only has a distinction of pass or fail, which is not conducive to quantitative incentive, while graded course certificates can not only guide students to refer to the requirements of different grades in terms of innovative attitude, participation, activity, satisfaction, and degree of innovation, to motivate themselves and learn Maoism innovation model autonomously, but also can increase students' sense of self-efficacy and sense of achievement. In this way, teaching can fully utilize the characteristics of online and offline, and complement each other's advantages.

3.2 SPOC Upgrades Model-Guided Engaging Teaching

SPOC can focus on innovative attitudes, participation, activity, satisfaction, and the degree of innovation, engage in dialogue, and regulate teaching activities and tasks accordingly. The SPOC of Maoism innovation model teaching comprehensively utilizes short videos of the original author of Maoism as an innovative role model to set scenes, leverages multimedia and courseware such as PPT to display key points for students, and carries out engaging role model teaching for innovation. This approach emphasizes engagement because the characteristics of dialogue teaching strategies require adjusting teaching activities and task focuses in real-time according to student feedback, which can complement the purpose of SPOC self-teaching. Engaging role model teaching not only follows the trend of intelligent and interactive teaching but also helps to make full use of the intelligent modules of the learning app and dialogue teaching strategies to promote the dialectical unity of improving innovative quality and enhancing innovative capabilities.

Grade weight composition can be tailored to the indicators of innovative literacy, which include: questionnaires and discussion functional modules 20%, to assess the innovative attitude; sign-in, voting, and selection modules 20%, to quantitatively evaluate participation; quick-response modules, group self-grading, and teaching resource learning duration 20%, to quantitatively assess activity; grading modules, end-of-term questionnaire surveys 20%, to combine qualitative and quantitative assessments of satisfaction; assignments, quizzes, and exams 20%, to quantify the degree of innovation. In this way, it can more effectively guide students to learn about the innovation process, methods, attitudes, and values of the original author of Maoism, so as to master an innovation literacy system driven by innovative quality and ability. This diversified system of assessment combines both qualitative and quantitative methods, which can complement the advantages of online and offline learning, fully mobilize students' initiative, enthusiasm, and creativity in learning from Maoism innovation model, and is also conducive to process management of teaching, allowing for timely adjustments in teaching focus.

4. CONCLUSION

Role model education aligns with the psychological characteristics of young students. With the original author of Maoism as an innovative role model, students can interact with this "soulmate" anytime, anywhere, to continuously improve their innovative quality and enhance their innovative capabilities. As long as students regard Maoism's innovative role model as their "soulmate," they will love it because of the benefits they gain, and learn because of their love, thus forming a virtuous cycle. The Maoism innovation model SPOC, by integrating innovative literacy assessment indicators, can effectively guide students to focus on Maoism's innovative knowledge, specifically learning about the innovation process, methods, attitudes, and values, and then master an innovation literacy system driven by innovative quality. Internalizing the original author of Maoism as an innovative role model facilitates the transformation of procedural innovative knowledge into students' innovative literacy, thereby externalizing it into innovative skills that can adapt to changing circumstances. In this sense, the Maoism Innovation Role Model SPOC can not only be extended to ideological and political courses such as "Outline of Modern Chinese History," but also to specific course such as "Principles of Computer Science" and "Principles of Pedagogy".

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