

Research on the "Blended Learning" Teaching Model Based on the Integration of Red Resources into the Course of New China's History

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Abstract: *In the context of the new era, the educational functions and positive effects embodied in red culture have become increasingly prominent. Integrating red resources into the course of New China's history in colleges and universities not only helps enhance the effectiveness of ideological and political education but also guides students to uphold their ideals and beliefs, fostering correct values. With the rapid development of information technology and the continuous updating of educational concepts, Blended Learning is gradually becoming an essential teaching model in the field of higher education and is poised to become the new normal in teaching. By combining the advantages of online digital resources with offline face-to-face instruction, Blended Learning provides students with a more flexible, personalized, and efficient learning experience while also promoting the optimal allocation of educational resources and the innovation of teaching models. This paper aims to explore the "Blended Learning" teaching model based on the integration of red resources into the course of New China's history, with the hope of providing new ideas and methods for improving teaching quality and educational outcomes.*

Keywords: Red resources, New China's history, Blended learning, Teaching model.

1. Introduction

Over the past 75 years, New China has forged ahead with determination. Over these 70+ years of unremitting efforts, our country has undergone tremendous changes. This is a stirring epic of struggle in both the history of the Chinese nation and world history. History often needs to be seen more clearly through the trials and tribulations of time. Looking back on this period can provide a powerful spiritual incentive for the Party and the people to continue moving forward. In his important speech at the conclusion of the "Remain True to the Original Aspiration and Keep the Mission Firmly in Mind" theme education conference on January 8, 2020, General Secretary Xi Jinping first proposed the concept of "learning the four histories" and comprehensively elaborated on the significant practical significance of studying the "four histories", providing comprehensive theoretical guidance for the education of "learning the four histories." In his important expositions on the education of "learning the four histories," Xi Jinping has repeatedly elaborated on integrating "red resources" into the education of "the four histories" and has personally visited revolutionary sites, martyr cemeteries, paid tribute to martyrs, and narrated revolutionary history. By integrating red resources into the course of New China's history through the "Blended Learning" model, we can create distinctive ideological and political courses in colleges and universities, strengthen the ideals and beliefs of college students in the new era, and contribute to cultivating new-era talents capable of undertaking the heavy responsibility of national rejuvenation.

2. Characteristics of Blended Learning Model

Blended Learning is an instructional model that integrates traditional classroom teaching with modern online teaching, effectively leveraging the strengths of both approaches to enhance the effectiveness of ideological and political courses. It is characterized by the following features:

2.1 Strong Interactivity

Interactivity is the cornerstone of Blended Learning. This interactive teaching approach is fundamental to the model, as it enhances interactions among teachers, students, and among students themselves through the integration of online and offline elements. On online platforms, students can engage in real-time exchanges with teachers and peers via discussion forums, bullet screens, and other tools. Offline classrooms, on the other hand, offer opportunities for face-to-face discussions and interactions, further deepening communication and understanding between teachers and students. "While online learning provides more opportunities for teacher-student interactions, face-to-face communication remains a crucial way to build profound emotional connections between teachers and students". By retaining face-to-face teaching sessions such as lectures, Blended Learning enables teachers and students to exchange ideas and share experiences in a relaxed and enjoyable atmosphere, fostering closer and deeper emotional bonds. This emotional connection helps stimulate students' learning interest and motivation, enhancing teaching interactivity.

2.2 High Flexibility

Blended Learning breaks down the physical and temporal constraints of traditional classrooms. Students can learn anywhere with an internet connection, scheduling their studies according to their own availability, making it especially suitable for those who cannot attend fixed-time classes due to work, family, or other reasons. Meanwhile, teachers can flexibly arrange online or offline teaching activities based on instructional needs. Recognizing that students have diverse learning styles and habits, Blended Learning accommodates these differences by allowing individuals to choose the most suitable learning approach. For instance, some students may prefer watching video lectures to acquire new knowledge, while others might lean towards group discussions or practical activities for deeper

understanding. By catering to these diverse learning needs, Blended Learning ensures that every student can learn in a way that best suits them.

2.3 Diverse Teaching Resources

Blended Learning leverages online resources extensively, such as instructional videos, e-books, and online question banks, providing robust support for the richness and timeliness of teaching content. Students can participate in online discussions, take online courses, and engage in various activities. Offline teaching, on the other hand, offers opportunities for face-to-face interactions with teachers and peers, as well as hands-on experiments and practical sessions that cannot be fully realized online. Teachers can flexibly select and organize teaching content based on instructional objectives and students' actual situations, effortlessly integrating the latest research findings and industry trends into their lessons, making the content more practical and contemporary. The combination of these two modalities enriches and diversifies learning resources.

2.4 Personalized Learning

The Blended Learning model enables students to customize their learning paths according to their own progress and interests. Online resources offer adaptive learning modes that intelligently adjust teaching content and pace based on students' performance, providing abundant self-study materials and timely assistance when encountering difficulties. "Offline teaching, on the other hand, offers personalized tutoring and guidance, addressing students' specific questions and concerns". This personalized approach enhances learning efficiency, fosters cooperation and sharing among students, and reinforces interactivity.

2.5 Novelty, Scalability, and Openness

By applying information technology and new media, Blended Learning explores areas inaccessible to traditional teaching, introducing novel elements and methodologies. In response to expanding student enrollments, Blended Learning achieves a degree of fairness and scalability in teaching resources, enhancing overall teaching quality through large-scale instruction. It encourages students to engage in deep learning rather than superficial understanding. Through online previewing and reviewing, students can better prepare for and participate in classroom discussions, posing more profound questions and insights. In the classroom, teachers can guide students in critical thinking and problem-solving, promoting knowledge internalization and application. This deep learning process not only improves students' academic abilities but also strengthens their interactions and cooperation.

In summary, the Blended Learning model, characterized by its interactivity, flexibility, diverse teaching resources, personalized learning, novelty, scalability, and openness, has gained widespread application and recognition in the educational field.

3. Advantages of Applying Blended Learning Model in the Teaching of the History of New China

3.1 Enhancing Students' Interest and Motivation in Learning

The blended learning model breaks the monotony of traditional classrooms, stimulating students' interest and motivation through diversified teaching methods and resources. By utilizing multimedia resources such as videos, audios, and images, historical knowledge becomes more vivid and engaging, thereby igniting students' curiosity. Viewing these materials allows students to experience historical scenes firsthand, deepening their understanding and memory of historical events. Furthermore, the blended learning model emphasizes interaction and communication between teachers and students, as well as among students themselves. On online platforms, students can freely express their opinions, raise questions, and engage in discussions with teachers and peers. Teachers can promptly address students' doubts, gauge their learning progress, and adjust teaching strategies accordingly, enhancing teaching effectiveness and fostering stronger teacher-student interactions. Offline classrooms provide opportunities for face-to-face exchanges, where students can participate in discussions and presentations, encouraging them to share their learning outcomes and insights, further consolidating their understanding of the history of New China. This approach not only exercises students' presentation and critical thinking skills but also bolsters their learning drive and self-confidence.

3.2 Improving Students' Autonomous Learning Ability

The blended learning model caters to individual learning paces and abilities through personalized teaching arrangements. The online learning platform offers an adaptive learning mode that intelligently adjusts teaching content and pace to meet students' unique needs. Moreover, "students can independently choose learning resources and methods based on their interests and goals". Through the blended learning model, students engage in more independent thinking and exploration. Online, they can read relevant literature, watch instructional videos, and complete online quizzes; offline, they delve deeper into issues related to the history of New China through group discussions and case studies. This approach guides students in developing good self-management habits, such as setting learning plans, effectively manage one's time, and effectively managing learning resources. Additionally, students are encouraged to engage in reflective learning, reviewing and summarizing their learning processes and achievements to identify areas for improvement and progress, thereby continuously enhancing their autonomous learning capabilities.

3.3 Broadening Students' Learning Horizons

The blended learning model leverages extensive online resources, enabling students to access a diverse array of educational materials on the history of New China through online teaching platforms. These resources encompass not only traditional teaching aids such as textbooks and reference books but also multimedia resources like historical

documentaries, academic lectures, and online courses. The study of the history of New China spans multiple disciplines, including politics, economics, and culture. Through the blended learning model, teachers can integrate the teaching of the history of New China with other subjects, creating interdisciplinary classrooms. For instance, the connection between history and politics can be explored by examining the formation and development of New China's political system and understanding the impact of political decisions on historical processes. The link between history and economics can be analyzed by delving into significant events and reform measures in New China's economic development, comprehending the driving force of economic factors in historical development. The interplay between history and culture can be studied by researching the prosperity and development of New China's cultural undertakings and exploring the significance of cultural inheritance and innovation in historical processes. This interdisciplinary integration allows students to comprehend the history of New China more comprehensively while broadening their knowledge horizons and fostering interdisciplinary thinking and comprehensive analytical skills.

3.4 Enhancing Teacher-Student Interaction and Communication

The blended learning model leverages the instant interaction features of online learning platforms, such as online discussion forums and instant messaging tools, providing convenient communication channels for teachers and students. During or after class, students can promptly raise questions and share insights, while teachers can swiftly respond with guidance and answers. This instant interaction not only improves students' learning efficiency but also enhances their enthusiasm for participating in classroom discussions. Beyond traditional question-and-answer formats, the blended learning model introduces various interactive forms, including group collaboration, case analysis, and role-playing. "These formats encourage cooperation and communication among students and between teachers and students, facilitating knowledge sharing and collision". For example, in group collaboration, students need to work together to complete tasks, fostering their teamwork and communication skills. Under the blended learning model, emotional exchanges between teachers and students are also strengthened. The online platform provides channels for students to express their emotions and feedback, enabling them to freely articulate their thoughts and feelings. Teachers, in turn, can attend to students' emotional changes, offering timely care and support to help them develop positive learning attitudes and emotional states. This emotional exchange not only enhances trust and understanding between teachers and students but also boosts students' learning motivation and satisfaction.

3.5 Improving Teaching Effectiveness and Quality

The blended learning model comprehensively assesses students' learning outcomes through various methods. Beyond traditional exams and homework, it incorporates online quizzes, classroom performance, and group discussions to evaluate students' learning status. Leveraging the data analytics capabilities of online platforms, teachers can track

students' learning progress and performance changes in real-time, providing robust support for teaching evaluation and feedback. By analyzing students' learning data, teachers can promptly identify issues and deficiencies, offering targeted guidance and assistance. Meanwhile, students can access their learning reports and feedback via online platforms, enabling them to reflect and adjust their learning styles and methods continuously. The application of the blended learning model in the teaching of the history of New China has achieved remarkable results in enhancing teaching effectiveness and quality. "The blended learning model offers students a more superior and efficient learning experience while also bolstering the improvement of teachers' instructional quality".

The adoption of the blended learning model in teaching the history of New China boasts numerous advantages, including stimulating students' interest and motivation, fostering their autonomous learning abilities, broadening their learning horizons, enhancing teacher-student interaction and communication, and improving teaching effectiveness and quality. These strengths render the blended learning model a promising and valuable tool in the teaching of the history of New China, with broad application prospects and significant practical value.

4. Application of the "Blended" Teaching Model Integrating Red Resources into the Course of the History of New China

4.1 Development and Utilization of Online Teaching Resources for Integrating Red Resources into the Course of the History of New China

Integration of Multimedia Resources: "Teachers can select relevant digital resources for classroom presentations and explanations based on the teaching content, helping students better understand historical backgrounds and event developments." Images of red material cultural resources, valuable historical documents, archives, video materials, introductory videos of memorial halls, VR panoramas of historical sites, etc., can be uploaded to online learning platforms. Videos and audio resources related to the history of New China can also be produced or collected, such as historical documentaries, talk shows, and lecture videos. For instance, documentaries, movie clips, and historical photos related to the history of New China, like the video "The Founding Ceremony," showcasing scenes of leaders' demeanor, people's jubilation, and the raising of the national flag, can inspire students' patriotic sentiments and national pride. It makes students realize that the founding of New China was the result of countless revolutionary martyrs' blood and lives, as well as the united efforts of hundreds of millions of Chinese people. This emotional resonance helps cultivate students' patriotism and motivates them to contribute to the prosperity and strength of the motherland. These resources visually display historical events and figures, presenting the significant events, people, and culture of the history of New China in a more vivid and imaginative manner, providing students with abundant learning materials and enhancing their historical perception. Students can access these resources anytime, anywhere, for independent study and in-depth research. Additionally, playing these videos and audio

resources in class or on online platforms can guide students to engage in discussions and sharing, thereby enhancing their participation and interactivity.

Construction of Online Learning Platforms: On MOOCs, campus network teaching platforms, and other online learning platforms, high-quality teaching videos related to red resources are uploaded. By watching videos and reading materials, students can understand the historical stories and spiritual connotations behind the red resources. These videos, through vivid images and detailed explanations, help students initially comprehend the historical backgrounds, significant events, and personal stories of red resources. Apart from video resources, abundant electronic books, academic papers, news reports, and other reading materials are also provided. These materials cover various aspects of red resources, such as biographies of heroic figures and analyses of historical events, to meet students' needs for in-depth learning. To guide students to effectively utilize online resources for previewing, teachers can set clear preview tasks, such as watching designated videos, reading specific chapters, and completing preview questions. By setting preview tasks, students can clarify their learning objectives and improve the effectiveness of their previews.

Personalized Learning Support: Leveraging the data analytics capabilities of online learning platforms, the system can intelligently push relevant learning resources tailored to students' learning progress and interests, such as supplementary videos, in-depth reading articles, or expanded practice exercises, to cater to their individual learning needs. For instance, based on students' learning performance, the platform can push relevant resources or adjust the difficulty level of teaching content. Students who are advancing quickly or demonstrate strong comprehension abilities can receive more challenging learning materials, while those who are progressing slower or encountering difficulties will be provided with more foundational and detailed explanations and exercises. By considering students' learning situations and goals, personalized learning paths are customized for them, ensuring the coherence and relevance of learning content.

4.2 Integration and Implementation of Red Resources in Offline Classroom Teaching of New China History Courses

Face-to-Face Instruction: Integrate red cultural resources into the content of New China History courses to form a systematic teaching system. Within the curriculum, introduce a wealth of red material cultural resources, such as the historical backgrounds, stories, and heroic figures associated with memorial halls and museums, while also incorporating red spiritual cultural resources like the Daqing Spirit, the "Two Bombs and One Satellite" spirit, and the Lei Feng Spirit, for in-depth analysis and interpretation. In offline classrooms, teachers adopt various teaching methods including lectures, discussions, and case analyses to delve into and expound upon key points in New China History. By integrating red spiritual cultural resources, teachers delve into the contemporary value and practical significance of these formative spirits. Encouraging students to ask questions and participate in discussions enhances student-teacher interaction and classroom vitality. For instance, "video and audio resources

can be combined to create a more diverse and engaging teaching model".

Practical Activities and Experiences: Organize visits to historical museums and memorial halls where professional docents or teachers conduct on-site explanations, enabling students to personally experience the development trajectory and significant events of New China History. Encourage students to observe keenly, record their observations, ask questions, and share insights, thereby fostering their observational and analytical skills. Through these practical activities and experiences, the "blended" teaching model that integrates red resources into New China History courses presents historical development and the charm of red culture more vividly and intuitively, stimulating students' interest and enthusiasm for learning, and facilitating deeper understanding and retention of historical knowledge. By visiting red education bases like memorials and museums, students can immerse themselves in the arduous journey and heroic deeds since the founding of New China. Guide students in conducting field research, collecting relevant historical materials, and writing research reports or reflections to deepen their understanding of New China History. Design red-themed study tour routes and organize students to undertake research activities at red tourism destinations, combining classroom learning with fieldwork to enhance students' comprehensive qualities. During these study tours, students can be guided to participate in the design and development of red cultural and creative products, such as crafting red-themed handicrafts or compiling red tourism guides, thereby nurturing their innovative consciousness and practical abilities.

Cooperative learning in groups: In real classrooms, teachers organize cooperative learning activities to guide students to conduct in-depth thinking and discussions on course content. By means of follow-up questions and supplementary questions, teachers guide students to engage in deep thinking and provide timely guidance and correction through peer evaluation and teacher commentary. "Through group discussions, role-playing, and other forms, students conduct research and exploration around a certain historical theme or issue, deepening their understanding and perception of red resources." or example, when teaching the important historical event of "the three great socialist transformations," teachers can first play a documentary clip about the social changes in China before and after the founding of New China, followed by a recording of an interview or lecture with relevant historical figures. Finally, students are organized into groups for discussion and reporting. This approach not only enables students to gain a comprehensive understanding of the historical background and the course of events but also cultivates their historical thinking and expression abilities. Through cooperative learning in groups, students' cooperative spirit and communication skills are fostered, while their problem-solving and critical thinking abilities are enhanced.

4.3 Integration and Interaction of Online and Offline Teaching

Preview and Review: In online teaching, teachers can assign preview tasks to allow students to get a head start on the upcoming learning content. Before class, teachers publish

preview tasks through the online learning platform, clearly informing students of the upcoming learning themes, key knowledge points, and learning objectives, thereby giving students a preliminary understanding and anticipation of the learning content. A variety of preview resources are provided, including video lectures, graphic-text materials, excerpts from historical documents, online quizzes, etc., to cater to different students' learning needs and interests. Especially for the section on red resources, relevant documentaries and introductory videos of interviews can be recommended to stimulate students' emotional resonance and learning interest. Preview tasks should be specific and actionable, such as requiring students to watch designated videos and answer related questions, read a certain historical material and summarize the main points, or collect red stories related to the theme. These tasks help students actively think and prepare for classroom learning. After offline classes, teachers guide students to review and organize the learned content, clarifying which knowledge points are important, difficult, and prone to errors. Based on classroom content and student performance, corresponding review tasks are assigned. These tasks can include exercises, case analyses, essays, or mind mapping, aiming to help students consolidate their knowledge and deepen their understanding. Students are encouraged to apply what they have learned to real life, such as visiting museums, participating in red cultural activities, and deepening their understanding and memory of red resources through personal experience.

Immediate Feedback and Guidance: Students can ask teachers questions through the online platform whenever they encounter difficulties during the learning process. Teachers can respond promptly, providing timely answers and guidance to help students overcome learning obstacles. The online platform can record students' learning behaviors and performance, enabling teachers to provide personalized learning suggestions and feedback based on these data. According to different students' learning progress, interests, and difficulties, teachers can formulate more targeted guidance plans. Students can submit their homework online, and teachers can quickly grade and return feedback through the platform. Additionally, online platforms can be utilized for unit tests, mid-term exams, or final exams to examine students' mastery of red resources and the history of New China. This immediate feedback mechanism helps students understand their learning outcomes in a timely manner and adjust their learning strategies accordingly.

Teaching Evaluation and Adjustment: Design assignments or research reports with depth and breadth related to red resources, requiring students to apply their learned knowledge to conduct in-depth analysis and reflection on red resources. "The content of assignments can cover the background, process, and impact of historical events, as well as the connotation, inheritance, and development of red culture." [9] Carefully grade assignments and research reports, paying attention to the development of students' key abilities such as analytical skills, innovative thinking, and critical thinking. Provide specific feedback and suggestions to help students clarify directions for improvement. Utilize the data analysis function of the online learning platform to collect data on students' learning progress, participation, and interaction. These data can reflect information about students' learning

attitudes, habits, and achievements. "Analyze online teaching data to identify students' learning patterns and potential problems." For example, observe which learning resources lack richness and which chapters students generally find difficult. Collect students' feedback through questionnaires, online discussion forums, and individual interviews. Pay attention to students' satisfaction and suggestions regarding teaching content, methods, and learning support. Collate and analyze student feedback to understand their learning needs and expectations, providing a basis for adjusting teaching strategies.

By integrating red resources into the "blended" teaching mode of the history of New China, not only is the teaching content and form enriched, but students' learning interest and motivation are also enhanced. Students can not only gain a more intuitive understanding of historical facts but also profoundly experience the spirit of construction and patriotism. In the future, with the continuous development and application of technology, the application of red resources in blended teaching will become more extensive and profound, playing a significant role in cultivating new-era youth with patriotic feelings and social responsibility.

Project Titles

The phased achievement of the undergraduate teaching reform project research of Liaoning University of International Business and Economics in 2022, Research on the "Blended Learning" Teaching Model Based on the Integration of Red Resources into the Course of New China's History (2022XJJGYB29).

The phased achievement of the university-level scientific research project of Liaoning University of International Business and Economics in 2022, Research Strategies for Integrating Dalian's Red Resources into Ideological and Political Education in Colleges and Universities (2023XJLXYB27).

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