RESEARCH ARTICLE

Peer-reviewed | Open Access

Research on Online Teaching Reform from the Perspective of Course Thinking Politics in China: Taking Shougang Institute of Technology as an Example

Ruiyuan LIU[1,◊]

[1]*Shougang Institute of Technology, Department of Nursing and Pre-school Education, Shijingshan, Beijing 100043, China*

ARTICLE INFO

ABSTRACT

The outbreak of the COVID-19 pandemic has triggered a wave of global online teaching reform. Nowadays, online teaching has become the natural trend of future teaching development. Therefore, it is of great practical significance and research value to innovate online teaching reform strategies and improve the quality of online teaching from the circumstance of course thinking politics. Taking Shougang Institute of Technology as an example, we use in-depth interviews and participatory observation to conduct research and to find that online teaching has problems, such as insufficient penetration of course thinking politics, poor learning effect of students, lack of innovation in teaching reform and diluted emotional relationship between teachers and students. From the perspective of course thinking politics, targeted strategies are proposed to strengthen the construction of course thinking politics, improve students' learning effect, innovate online teaching mode and build an emotional bridge between teachers and students. It is expected that this research will help improve the quality of online teaching.

Keywords: course thinking politics, online teaching, teaching reform, learning effect, innovative teaching.

Introduction

The COVID-19 pandemic has had a substantial impact on global education and a significant impact on the original teaching model. Countries have been reforming their teaching models to better adapt to the changes brought about by the COVID-19 pandemic. A global education model reform has been officially launched since then, and the "Internet+" online classroom has become an important carrier of today's education and teaching reform. The online teaching initiative meets the needs of education development under the normalisation of the COVID-19 pandemic prevention and control situation and responds to the inherent development needs of each country to reform the education and teaching

model with the changing times. This large-scale online teaching reform is called an unprecedented world feat, which not only highlights the scientific, intelligent and informatisation of modern education technology tools in the new era but also encourages schools to deepen education teaching reform and improve the level of teaching informatisation. Online teaching, also known as online learning, is a method in which teachers and students are separated in time and space but participate together to interact and communicate with the help of the Internet, which is a form of distance education. Teachers need to adjust course teaching resources and content time-to-time according to students' online learning content, progress, feedback and evaluation. Online teaching aims to strengthen students' correct view of health and life, ensure they can maintain a normal and smooth learning status regardless of the situation, and develop their independent learning ability,

---

◊ The author's current affiliation is De La Salle University, Department of Education, 4115, Philippines.

lifelong development awareness and patriotism (Agustina & Cheng, 2020). Therefore, optimising the online teaching reform strategy better to integrate the mature educational achievements in each online classroom is a hot issue that the global education community is now paying close attention to and urgently needs to solve.

In response to the COVID-19 pandemic, China's Ministry of Education has made a strategic educational decision to 'suspend classes without stopping school' and 'suspend classes without stopping teaching,' and has opened an online cloud classroom that is free for teachers, students, parents and learners to use. It calls on teachers nationwide to take the initiative to carry out online teaching reforms, actively try out new teaching methods, and improve teaching resilience and innovation to ensure better the smooth implementation of various educational and teaching work in schools and the best learning results for students. The COVID-19 pandemic has brought unprecedented opportunities and challenges to China's education system, giving rise to more diversified education methods and models on the one hand, and hindering the normal progress of offline education in China on the other.

Literature Review

Research on the Concept of Online Teaching at Home and Abroad

(1) Foreign definition of the concept of online teaching

Hiltz (1994) first put forward the concept of online teaching in 1994. He believed that online teaching is a two-way process in which teachers and students interact through space to build a 'shared knowledge space', that is, teachers upload learning resources to the corresponding learning platform through the Internet for students to access in time, and students complete effective online learning through the Internet. Zane Berge (1999) and Harris and Parrish (2006) hold similar views. They believe that online teaching is a method that uses technology as a tool, the Internet as a medium, the teaching resources uploaded by teachers in advance as learning materials and students' independent learning as a learning path to realize students' lifelong learning.

(2) Domestic definition of the concept of online teaching

Cheng Zhi (1998) found that teachers teaching through the Internet can achieve timely feedback on professional knowledge and personal insights even though they are separated from the screen. Yang Sujuan (2009) suggested that the rich learning resources of the Internet provide students with a wider perspective on learning, stimulate their curiosity and desire to learn and facilitate student-centred online teaching activities. Sun Shuhui (2016), on the other hand, argues that online teaching has the advantages of diversified and rich teaching content, convenient interaction and communication between teachers and students and relies on the Internet to realize the teaching and learning between teachers and students, which has the superiority that traditional teaching cannot surpass.

Some scholars believe that online teaching refers to online or distance education, while others believe that online teaching refers to online learning. The common denominator is that online teaching is dedicated to the regular 'teaching' and 'learning' under the separation of time and space between teachers and students and has the characteristics of 'student-centred' and 'supported by a stable network'. It is 'student-centred', 'supported by a stable network' and 'supported by good network facilities and equipment'. The concept of online teaching in this study is a way of education and teaching that relies on the Internet and rich online resources and adopts live, recorded or 'live+recorded' teaching methods with the help of diversified platforms.

Domestic and Foreign Research on the Concept of Curriculum Thinking Politics

Regarding the conceptual definition of curriculum thinking politics, there is no unified and patterned definitive conclusion in the academic field. The first perspective is the viewpoint theory, that is, it is a new view of curriculum. Lin Quanling (2019) pointed out that curriculum thinking is a kind of educational concept under the big thinking pattern, aiming at using the thinking elements of each course to achieve the synergistic effect of educating people in the same direction. The second perspective is methodological; he believes that curriculum thinking politics is a method that effectively integrates explicit and implicit education, as well as a method that effectively integrates civics and all other courses, and can promote the formation of students' knowledge, ability, emotion, moral quality and correct three views. He and Yu. (2021) pointed out that curriculum thinking politics is a teaching method that implements ideological and political education in other courses, such as professional courses and can maximize the educational value of both explicit and implicit courses! The third perspective is paradigm theory, that is, it is believed that

curriculum thinking politics takes knowledge transfer and skill leading as the starting point, and the implicit values, humanistic spirit, responsibility and commitment, and patriotic beliefs in the curriculum as the paradigm to promote the harmonious unification of students' knowledge, emotion, and action. The fourth perspective is the integration theory, that is, it is believed that the curriculum thinking politics is the integration of thinking politics elements in other courses such as humanities and social sciences and natural sciences. Lu Daokun (2021) pointed out that the curriculum thinking politics is the integration of the content and value of thinking politics education into the development of teaching materials, syllabus development, teaching plan writing and teaching implementation of all other courses to achieve the goal of thinking politics of all-round education of the whole curriculum.

The above perspective reveals that the definition of the concept of curriculum thinking politics in this study is based on the commonality of the definition of curriculum thinking politics in the present, and curriculum thinking politics is an educational concept that comes into being in response to the new era of the big thinking politics pattern to achieve the educational goal of inculcating people with moral character and socialist builders of Chinese characteristics with moral and talent!

Domestic and International Studies Related to Online Teaching and Learning During the COVID-19 Pandemic

At the end of 2019, with the outbreak of the COVID-19 pandemic, the global education community began a massive reform of online teaching and learning to protect every student's right to education and the right to learn. The focus of online teaching and learning research in this period has shifted from addressing normal communication exchange in the early 20th century to enhancing the effectiveness of communication.

Overseas research on online teaching during the new crown pneumonia epidemic

Through combing the existing research results, we found that the research on online teaching during the epidemic mainly focused on teachers' and students' attitudes toward online teaching strategies, the effectiveness of online teaching and the impact of online teaching. Regarding teachers' and students' attitudes toward online teaching, Rome Moralista Ryan and Michael

Oducado (2020) confirmed that factors such as age, education level and family life influence attitudes toward online teaching. In terms of strategies for online teaching, Samreen Mahmood (2021) proposed ten effective online teaching strategies that guide teachers for online teaching in Pakistani colleges and universities. Lapitan et al. (2020), on the other hand, proposed five blended learning strategies that provide efficient online learning at St. Thomas University. In terms of the effectiveness of online teaching, Markus and Javes Arooj (2020) used an interview study and found that learners agreed the online learning model (they can study online anytime and anywhere, reduce close contact with people, and save on transportation costs) yielded better learning outcomes. Regarding the impact of online teaching, Markus and Arooj e (2020), Ciprian Obrad (2020) and others found that online teaching brings unrestricted freedom and comfort to teachers and students in terms of teaching and learning venues, which results in ineffective supervision of students' learning content and greatly affects teachers' teaching performance and resilience.

In summary, the COVID-19 pandemic has had an important impact on foreign education, and the level of economic development of a country has a significant impact on the development of online teaching. Developed countries have well-equipped online teaching software and hardware facilities, smooth and good network operation, and teachers have more experience in online teaching. On the contrary, online teaching in developing countries is delayed and disadvantaged.

Research on online teaching during the COVID-19 pandemic in China

By combing the existing research results, it was found that the relevant research on online teaching after the epidemic in China mainly focused on the current situation of online teaching, the problems and solution strategies of online teaching, the mode of online teaching, the satisfaction of online teaching and the future development direction of online teaching. Regarding the current situation of online teaching, Wang Jixin et al. (2020) found that teachers using intelligent cell phones for online teaching can enhance teaching emotions and relieve teaching pressure. In addition, they conducted an in-depth study on the teaching methods, quality supervision, teaching feedback and evaluation of online teaching, which put forward strategies to support the in-depth promotion of online teaching reform. On the side of problems and solution strategies of online teaching, Zheng Qinhua et al. (2020) found that

online teaching brought new problems in teaching and learning to teachers, students and parents, etc., and targeted different suggestions from different subjects (government, schools and teachers), respectively. Regarding the model of online teaching, Zou Yuanyuan et al. (2020) carefully investigated the salient features of the 'online teaching Bay Area model', which opened up a new perspective for online teaching reform in China. Regarding the satisfaction of online teaching, Jia Wenjun et al. (2020) investigated the feedback and evaluated online teaching by college students during the COVID-19 pandemic and found that college students were satisfied with online teaching, but most of them hoped to return to school as soon as possible. Regarding the research on the future development direction of online teaching, Huang Ronghuai et al. (2020) proposed that online teaching provides a brand-new opportunity for the great change of education in the new era, and flexible teaching, online live teaching and hybrid teaching will become the new model of teaching.

In summary, the existing research results of online teaching in China mainly focus on the technology, mode, problems and strategies of online teaching in terms of content, and the research perspective is mainly studied from a pedagogical perspective.

Review of Domestic and International Research on Online Teaching and Learning During the COVID-19 Pandemic

In summary, educational scholars at home and abroad have researched online teaching during the COVID-19 pandemic from different aspects. The COVID-19 pandemic has provided lasting power to deepen the teaching revolution and given schools the characteristics of the times of information, intelligence, digitalization and scientific development. Therefore, it is the mission and responsibility of the school to make full use of the new modern teaching technology brought by the COVID-19 pandemic, to carry out in-depth online teaching reform and continuously optimize online teaching strategies necessary for the school to 'develop based on the new era'! Combing the existing research results, it is found that domestic and foreign research focuses on online teaching strategies, but the research from the perspective of curriculum thinking politics is slightly insufficient. Therefore, the study takes the perspective of curriculum thinking politics to study the problems of online teaching in the COVID-19 pandemic and propose strategies to improve the quality of online teaching,

which is expected to be beneficial to the online teaching reform in other institutions during the epidemic.

Methodology

Literature Method

We thoroughly use our university library, Chinese and English electronic databases to collect a large number of books, Chinese and English journals and excellent masters and doctoral dissertations on online teaching reform and curriculum thinking politics at home and abroad. We fully study and carefully analyse the existing research results on online teaching and curriculum thinking politics theory during the COVID-19 pandemic at home and abroad and sort out the shortcomings in the existing research to lay a theoretical foundation for the formulation of research questions.

In-depth Interview Method

In order to deeply understand the actual situation of online teaching reform during the COVID-19 pandemic, according to the requirements of epidemic prevention and control, Shougang Institute of Technology was taken as an example. In-depth interviews were conducted with the administrators and teachers of Shougang Institute of Technology to obtain teachers' opinions on online teaching strategies for the COVID-19 pandemic, seriously understand the current situation of online teaching development and implementation during the COVID-19 pandemic prevention and control, comprehensively investigate the teachers' attitudes and needs for online teaching, analyse the existing problems of online teaching according to the course thinking politics theory and propose strategies that can improve the quality of online teaching.

Participant Observation Method

Participant observation is an important method with typical significance in social surveys and qualitative research. Taking Shougang Institute of Technology as an example, we adopted direct observation to collect, organize and analyse system data and information to obtain the current situation of online teaching during the COVID-19 pandemic, and then analyse the existing problems and obtain research conclusions with universal and generalized values.

Results of Online Teaching Reform

Insufficient Penetration of Course Thinking Politics and Poor Learning Effect of Students

Online teaching during the COVID-19 pandemic affected the smooth development of cooperative group inquiry learning. Students exchanged and discussed with the help of WeChat group chat, voice and video, and without teacher supervision, the central content of the discussion often deviated from the focus of learning, and the learning effect was very little. Through participatory observation, it is found that students' ideology is in a slack state during online teaching at Shougang Institute of Technology, and most of them cannot correct their attitude toward online learning, lack self-control and independent learning ability and have insufficient enthusiasm and initiative for learning, which makes the learning effect poor. Teachers focus most of their attention on the transmission of knowledge during online teaching, and cannot grasp the learning status of all students at all times, resulting in individual students taking advantage of the opportunity to 'hang up' in class so that the input of teachers' knowledge and students' learning output is in a 'disconnected' state. Some students are driven by similar 'bad behaviour' and blindly follow, causing polarisation in the online classroom. Online teaching largely tests students' sense of self-control and requires teachers to establish students' ideology of 'knowledge and action', 'moral education first' and 'respect for teachers. We need teachers to build up students' ideology of 'knowledge and action', 'moral education first' and 'respect for teachers' and strengthen students' ideological awareness. The content of the interview is as follows.

Teacher D: During the online teaching period of the COVID-19 pandemic, how is the construction of Shougang Institute of Technology's online teaching course on thinking politics? What is the effect on students' learning?

Teacher C: 'The reason is that there is very little penetration of the online teaching courses in terms of thinking politics because there are already many teaching contents that need to be carried out at the level of course knowledge and ability, so there is no time to design the course thinking politics objectives. However, I have observed that students often do many irrelevant things during the course of listening, and even if the camera is turned on, it does not show the best mental outlook, and the learning effect is very unsatisfactory. Therefore, I can also realize that curriculum thinking is important, but it is not clear how to implement it into the curriculum.'

Teacher B: 'I think thinking politics education is something that the professional teachers in the College of Marxism should teach, and I, as a professional teacher, am not sure what the content of curriculum thinking politics is. Students' learning attention is very easily distracted, and the learning effect is rather poor.'

Manager A: 'As the head of the Academic Affairs Office of Shougang Institute of Technology, I found that the awareness of course thinking politics among professional teachers is relatively weak, and they seldom deliver thinking politics elements in the process of professional teaching and some students show bad behaviours such as disrespecting teachers and hanging up on classes, and the learning effect is poor.'

Therefore, the research found that most teachers pay too much attention to teaching course knowledge content and do not dig deep enough into the course's thinking politics elements, which affects the moral education, patriotic education and education of core socialist values for students. Students are also not aware of the importance of 'skills for the country' and 'moral education first' and cannot consciously show their high learning spirit and active learning status! This core issue needs to be addressed in online teaching during the COVID-19 pandemic.

Increasingly Formalized and Un-innovative Pedagogical Reforms

The interview survey found that although online teaching during the COVID-19 pandemic advocated large-scale teaching reform, it was often formal (Zhao, Jia, & Wang, 2020). In the actual online teaching process, most teachers could not really practice the teaching reform but still followed the mode of offline classroom teaching and implemented 'duck-fill' teaching, focusing too much on the one-way transmission of single knowledge and neglecting the comprehensive cultivation of students' ability, literacy and thinking and political awareness, which directly affected students' learning effect. In the process of online teaching, teachers cannot effectively monitor the learning status of students due to the distance between them and time and space, which greatly affects the enthusiasm of teachers to take the initiative to innovate the teaching mode. In the process of implementing online teaching at Shougang Institute of Technology, the school's Academic Affairs Office has

issued corresponding policy documents to encourage teachers to adjust and refine the design according to the characteristics of the courses, actively promote the reform of teaching methods, stimulate the subjective initiative of students' learning and ensure the quality of online teaching operation. Through participatory observation, it was found that most teachers did not implement the document vigorously enough, followed the PPT and other audio and video teaching resources of offline classes, failed to design teaching contents and forms according to the 'situation' and lacked ideas and practices for innovative reform of online teaching. The content of the interviews is as follows.

Teacher D: How did the online teaching reform of the Shougang Institute of Technology develop and operate during the online teaching period of the COVID-19 pandemic?

Teacher C: 'Online teaching requires the submission of a lot of online teaching preparation materials, such as screenshots of the course, WeChat group and teaching platform for building classes, uploading of resources, such as PPT, audio and video, and the arrangement of online testing activities. Compared with offline teaching, it adds a lot of extra workloads for us teachers, which makes us unable to concentrate on online teaching reform research.'

Teacher B: 'Online teaching requires us to invest more time and energy. From the moment we set up the WeChat group and the teaching platform, we have to be ready to answer students' questions all the time, and the time for innovative online teaching strategies cannot be guaranteed.'

Administrator A: 'As the Dean of Academic Affairs of Shougang Institute of Technology, I often enter the online classroom to listen to the classes. I found that the teachers are very committed and hardworking, often taking out their precious time to educate and guide students because of the poor learning status of a particular student. Through communication, I found that teachers were also able to realize the importance of innovative teaching reforms but were often unable to put the reforms into practice due to the behavioural manifestations of students' lack of self-control.'

Thus, through the above research, it was found that online teaching during the COVID-19 pandemic had the real problem of formal teaching reforms and lack of innovation.

Insufficient Teacher–Student Interaction and Diluted Emotional Relationship Between Teachers and Students

An important evaluation criterion to determine the success of a course teaching is whether teachers and students can always maintain good interaction with each other. Online teaching during the COVID-19 pandemic was conducted through modern devices such as computers and cell phones, which widened the distance between teachers and students in time and space and affected the interaction between teachers and students. The research found that teachers have to often prepare for lessons, affecting the time for timely feedback on students' learning. Inadequate teacher-student interaction in online teaching directly affects students' sense of learning achievement and is not conducive to stimulating students' interest in learning and desire to learn, causing students to lose motivation to learn gradually. In the process of online teaching of the COVID-19 pandemic, teachers deliver knowledge by means of PPT, online tests and online discussions with the help of information-based teaching methods, and the interaction with students usually relies on the WeChat group. Therefore, text, various emoticons and images and other symbols have become the new medium for online teacher-student interaction and communication in the new era. Because of the lack of 'proximity' in time and space, online teacher-student interaction and communication rely on the virtual space of the Internet to establish teacher-student emotions. The ego, the mirror self, the ego and the guest self all interact online in various symbolic forms, which greatly affects the establishment of positive emotions among teachers and students (Chen, 2020). In contrast, in the traditional classroom, teachers can effectively stimulate students' curiosity through gestural language, such as tone of voice, mannerisms and eyes, to reach emotional resonance with them.

The online teaching mode during the COVID-19 pandemic reinforces the transfer of students' professional knowledge and weakens the cultivation of students' professional skills, comprehensive literacy and ideological awareness. Students and teachers interacted and communicated across the screen. Students could not intuitively feel the teachers' words, actions and grooming, so they could not be infected by the teachers' teaching posture, which invariably added a layer of barrier to the teachers' and students' emotional communication. Therefore, the online teaching mode hinders the smooth realization of the 'ability goal', 'literacy goal' and 'political goal' in the course and affects the active construction of

positive emotional relationships between teachers and students. The online mode of teaching, thus, hinders the achievement of the 'competency,' 'literacy'' and 'ideology' goals in the course and affects the active construction of positive emotional relationships between teachers and students.

Discussion

The COVID-19 pandemic has provided lasting power to deepen the teaching revolution, giving schools the characteristics of the times of information, intelligence, digitalization and science to keep pace with the development of the times. Therefore, it is the mission and responsibility of the school to make full use of the new modern teaching technology brought by the COVID-19 pandemic, carry out in-depth online teaching reform and optimize online teaching strategies continuously. Combing the existing research results, it is found that domestic and foreign research focuses on online teaching strategies, but the research from the perspective of curriculum thinking politics is slightly insufficient. Therefore, this study takes the perspective of course thinking politics to study the problems of online teaching of the COVID-19 pandemic and propose strategies to help improve the quality of online teaching.

Conclusions of the Path to Improve the Quality of Online Teaching Reform

Strengthen the Construction of Course Thinking Politics, and the Learning Effect of Students Needs to be Improved

Teachers should strengthen the construction of course thinking politics, optimize the assessment and evaluation standards of course thinking politics, realize the whole process of evaluation and improve the learning effect of students. In the process of online teaching, teachers should always 'take students as the main body'. On the one hand, teachers should adopt flexible and diverse teaching methods to enhance student's participation and deliver the right combination of thinking politics elements in the teaching process to make it silent. On the other hand, teachers should actively infiltrate socialist core values education, adopt process assessment, innovate course assessment mechanisms, adhere to the principle of diversified evaluation subjects (including teachers, students, supervisors, enterprise experts, etc.), regularly evaluate students' learning performance in

cognition, ability, emotion, thinking and politics and other multi-dimensional evaluation and carefully analyse the effectiveness of the course thinking politics education. The purpose of this study is to promote the harmonious unification of students' knowledge, emotion and action, and achieve the educational goal of 'establishing moral education for people' (Zheng et al. 2020). Regular and scientific assessment is important in improving students' online learning effectiveness. In each online course, teachers should first prepare rich teaching cases, exercise students' professional thinking and language expression and improve students' comprehensive professional ability.

Secondly, teachers should adhere to the teaching concept of 'learning by doing' and design flexible online assessment methods for students, such as online platform tests, question and answer and mind maps, to better ensure students' online learning effect and improve the quality of online teaching. Finally, teachers should regularly conduct stage assessments for students, which are based on the real tasks of the positions, and exercise students' ability to analyse and solve practical problems by applying what they have learned, which truly connects theory with practice. Through participatory observation, it was found that Ms Liu of Shougang Institute of Technology ''prompted students to improve their time awareness by teaching the first chapter of 'Kindergarten Class Management'. She made them realize more clearly that in the future, if they want to become a qualified early childhood teacher, they must first set a good example for their children to better promote their overall development of moral, intellectual, physical, aesthetic and social skills. The ideological education permeated by the first class really played a spring breeze and silent educational effect.

Strengthen the Construction of Course Thinking Politics, and the Online Teaching Mode Needs to be Innovative

The online teaching should strengthen the construction of course thinking politics, deeply explore the thinking politics elements of the course, actively cultivate students' good moral quality and sound personality, promote the reform and innovation of teaching mode and create a new pattern of three-wide education. First of all, teachers should optimize the teaching design according to the characteristics of the curriculum, specifically refine the design of the teaching objectives of the professional content of each lesson, and actively

change the three-dimensional objectives of 'cognition, ability and emotion' to 'cognition, ability, emotion and thought politics. The four-dimensional goal is to guide students to develop good professional habits and noble moral sentiments, find a responsible choice to realize the value of life, form a correct world view, outlook on life and values and realize the harmonious unity of knowledge internalization and character enhancement (Zhang et al., 2021). Through participatory observation, it was found that Ms Liu from the School of Nursing and Preschool Education of Shougang Institute of Technology took the lead in changing curriculum thinking politics. The teaching objectives she formulated when teaching ''Overview of Kindergarten Class Management' are shown in Figure 1.

Secondly, teachers should improve their ability of hybrid education, adopt a flipped classroom teaching method combining online and offline, make full use of diversified teaching platforms, such as cloud class, WeChat group, TronClass, nail, Tencent conference, etc., combine the advantages of different teaching platforms to achieve complementarity and optimize the quality of online teaching. For example, nail conference has automatic playback function, cloud class has powerful interactive functions (such as brainstorming, polling/questionnaire, test, discussion, etc.) and TronClass platform can directly research and judge whether students are online through radar roll call, thus helping teachers improve teaching effectiveness. With flexible online and offline hybrid methods and diversified teaching platforms, teachers can achieve innovative teaching formats, meet students' learning interests and create a relaxed and enjoyable learning atmosphere for students. Finally, teachers should also actively explore changes in course structure, course content and course system to ensure the appropriateness and scientific nature of the online courses, and mobilize the teaching team to create a 'benchmark course' with

a 'flexible and adaptable course structure, appropriate and open course content and sound and complete course system'. This will enable us to better adapt to the acceptable level of students and improve the quality of online teaching.

Strengthen the Construction of Course Thinking Politics, Teachers and Students Need to Build Emotional Bridges Together

Teachers should strengthen the construction of course ideology, use the first class of online teaching to strengthen students' ideological education, correct students' learning attitude and make students clearly understand that online teaching is a new initiative made by schools in the COVID-19 pandemic situation, which aims to guarantee every student's right to learn and good learning effect. Online teaching requires teachers to spend more time and energy on uploading and developing teaching resources, and students are expected to respect teachers' educational behaviour, always maintain the most active learning state and take the initiative to maintain a good emotional relationship with teachers. The prevention and control of the epidemic is a protracted war, and only if all people join hands and work with one heart will we be able to overcome this battle as soon as possible and obtain a comprehensive victory for our country. By infiltrating ideological and political education elements in professional courses, students will be inspired to take the initiative to learn and to be able to enjoy dialogue with teachers, thus constructing a positive teacher and student relationship. Students' enthusiasm and initiative provide teachers with favourable support for better online teaching, stimulate teachers' identification with students and contribute to a good situation of teachers and students working together to build positive emotions.

No.	Teaching Objectives	Content
	Professional Knowledge objectives	Understand the structure, characteristics and functions of the kindergarten class. Understand the meaning, significance, elements, principles and methods of kindergarten classroom management.
	Professional Competence Objectives	Be able to effectively use various methods of classroom management in educational practice to carry out classroom management. Be able to develop detailed work plans for kindergarten classroom management.
	Quality Attitude Affective Objectives	To establish the correct professional ethics of early childhood teachers, to clarify the role of early childhood teachers, to develop a love for the cause of early childhood education and To develop love, patience and responsibility for young children.
	Thinking Political Objectives	To shape a correct world view, outlook on life and values and to realize the harmonious unity of knowledge internalization and character enhancement.

Figure 1: Four-dimensional Teaching Objectives of 'Overview of Kindergarten Classroom Management'.

Specifically, teachers can take the following educational measures: First, let students draw up their learning plans, learning goals and learning outcomes for the course, so that they can clearly grasp the connection between the courses they are taking now and their future job career development, ensure that they have an accurate learning direction and strengthen their sense of mission to keep striving to achieve the great rejuvenation of the Chinese nation. Secondly, the principle of combining homogeneity between groups, differences within groups and respecting students' individual wishes, organizing students to study in groups, encouraging students to form a good atmosphere of 'learning from each other, complementing each other's strengths and weaknesses' and striving to achieve academic goals! Thirdly, we design a handbook for students' growth in course learning, set time points for learning contents, record students' learning progress and achievements in time, cultivate students' sense of academic achievement and promote students' continuous efforts! By strengthening the construction of course thinking politics, teachers and students work together to implement every learning task, achieve concentric resonance and build a good emotional bridge!

Declaration of Conflicting Interests

The author declares that she has no competing interests.

References

Agustina, P. Z. R., & Cheng, T. H. (2020). How students' perspectives about online learning amid the COVID-19 pandemic? *Studies in Learning and Teaching*, *1*(3), 133–139.

Berge, Z. (1999). *Online teaching: Purpose and methods* (pp. 3–5). UMBC Faculty Collection.

Chen, X. (2020). A few thoughts on online teaching under the new crown pneumonia epidemic, *Secondary School Teaching Reference*, 18, 57–58.

Cheng, Z. (1998). A discussion of the dissemination process of international Internet education. *China Education*, *11*, 54–58.

Harris, D. M., & Parrish, D. E. (2006). The art of online teaching: Online instruction versus in-class instruction. *Journal of Technology in Human Services*, *24*(2–3), 105–117.

He, H. Y., & Yu, Z. X. (2021). Four dimensions of promoting the construction of 'curriculum thinking politics' in colleges and universities in the new era. *Journal of Ideological Theory Education*, *2*, 16–18.

Hiltz, S. R. (1994). *The virtual classroom: Learning without limits via computer networks* (pp. 32–33). Intellect Books.

Huang, R. H., Wang, Y. & Wang, H. H., et al. (2020). New forms of teaching and learning in future education: flexible teaching and active learning. *Modern Distance Education Research*, *32*(03), 3–14.

Jia, W. J., Guo, Y. T., & Zhao, Z. N. (2020). Clustering analysis of university students' online learning experience. *China Higher Education Research*, *4*, 23–27.

Lapitan, L. D. S., Tiangco C. E., & Sumalinog D. A. G. (2020). An effective blended online teaching and learning strategy during the COVID-19 pandemic. *Education for Chemical Engineers*, *35*, 116–131.

Lin, Q. L. (2019). *'Curriculum Civics': A new approach to ideological and political education in universities in the*

new era (pp. 11–13). Nanjing University of Posts and Telecommunications.

Lu, D. (2021). The connotation, difficulties and optimization paths of the integration of curriculum thinking and politics in schools and universities in the new era. *Journal of Xinjiang Normal University* (Philosophy and Social Science Edition), *43*(02), 32–36.

Mahmood, S. (2021). Instructional strategies for online teaching in COVID-19 pandemic. *Human Behavior and Emerging Technologies*, *3*(1), 199–203.

Markus & Javes Arooj. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan Journal of Medical Sciences*, *36*(COVID19-S4), S27.

Obrad, C. (2020). Constraints and consequences of online teaching. *Sustainability*, *12*(17), 6982.

Sun, S. (2016). Online teaching 4.0: 'Internet+' classroom teaching. *China Education Informatization*, *14*, 17–20.

Wang, J., Wei, Y., & Zong, M. (2020). The current situation, problems and reflections of online teaching for primary and secondary school teachers under the epidemic: A survey and analysis based on the 'suspension of classes without stopping school' in Hubei Province. *China's e-Learning*, *5*, 15–21.

Yang, S. (2009). The essence and composition of online learning ability. *Chinese Distance Education*, *5*, 43–48.

Zhang, D., Cui, H., Li, F., & Lin, H. (2021). Research on the reform of the online teaching course of thinking and government teaching under the influence of the new crown epidemic. *Journal of Hubei Open Vocational College*, *34*(16), 5–8.

Zhao, L., Jia, X. F., & Wang T. X. (2020). 'Problems and countermeasures of online teaching under the new crown epidemic' (in Chinese). *Contemporary Education Review* (10th series), 3–6.

Zheng, L., Du, Y. W., Hao, X. C, & Xie, Z. Y. (2020) Research on the innovation of online ideological education in colleges and universities under the major emergencies—Taking the COVID-19 pandemic as an example. *Journal of Lanzhou College of Education*, *36*(06), 58–61.

Zheng, Q. H., Qin T., & Shen, Q. (2020). The current situation of online teaching implementation during the epidemic, problems and suggestions for countermeasures. *China's e-Learning*, *5*, 34–43.

Zou, Y., Li, C., & Xie, Y. (2020). The construction and implementation of the 'Bay Area Model' of online teaching in universities during the epidemic period. *China Education*, *4*, 22–28.

Biographical Statement of Author(s)

Ruiyuan LIU was born in China in 1990. She received her undergraduate and master's degrees from Zaozhuang College and Huaibei Normal University in 2013 and 2017, respectively. She is currently pursuing her PhD at De La Salle University in Philippines.

She joined as a preschool education teacher at Shougang Institute of Technology in 2017.

Her main research areas are educational management and curriculum thinking politics. She really likes to study curriculum thinking politics construction.

Ms. Ruiyuan LIU
Department of Nursing and Pre-school Education
College of Nursing and Preschool Education Beijing
Shougang Institute of Technology
Shijingshan District, Beijing
China
E-mail: 949560944@qq.com