STUDY OF STATE AND PROBLEMS ON LEARNING MANAGEMENT AND PROPOSE GUIDELINES ON IDEOLOGICAL AND POLITICAL EDUCATION COURESE IN XINZHOU TEACHERS UNIVERSITY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTION GRADUATE SCHOOL VALAYA ALONGKORN RAJABHAT UNIVERSITY UNDER THE ROYAL PATRONAGE PATHUM THANI 2022

การศึกษาสภาพ ปัญหา และแนวทางการจัดการเรียนรู้ของหลักสูตรการศึกษาเชิงอุดมการณ์และ

การเมือง **Xinzhou Teachers University**

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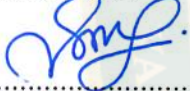
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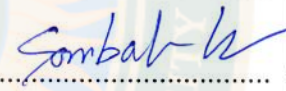Student ID   63U54680206

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาสภาพและปัญหาการจัดการเรียนรู้ของหลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง Xinzhou Teachers University ตามความคิดเห็นของครูผู้สอนและนักศึกษา และ 2) เสนอแนวทางสำหรับหลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง Xinzhou Teachers University กลุ่มตัวอย่างที่ใช้ ได้แก่ นักศึกษาจีน หลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง วิทยาลัยมาร์คซิส Xinzhou Teachers University ประเทศสาธารณรัฐประชาชนจีน จำนวน 287 คน จาก 557 คน ที่ได้มาโดยการสุ่มอย่างง่าย และครูผู้สอนที่ประจำหลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง จำนวน 7 คน จาก 54 คน ที่ได้มาจากการเลือกแบบเจาะจง การวิจัยครั้งนี้ใช้ระเบียบวิธีการวิจัยแบบผสมวิธี โดยเก็บรวบรวมข้อมูลเชิงปริมาณ จากแบบสอบถามสภาพและปัญหาการจัดการเรียนรู้ และเก็บข้อมูลเชิงคุณภาพ จากการสัมภาษณ์เชิงลึก และการสนทนากลุ่ม ด้วยแบบสัมภาษณ์ เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสอบถาม และแบบสัมภาษณ์ วิเคราะห์ข้อมูลโดยใช้การวิเคราะห์เนื้อหา ค่าเฉลี่ย และค่าเบี่ยงเบนมาตรฐาน

ผลการวิจัยพบว่า 1) สภาพการจัดการเรียนรู้ 4 ด้าน ของหลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง ได้แก่ ด้านหลักสูตร ด้านวิธีการจัดการเรียนรู้ ด้านสื่อการจัดการเรียนรู้ และด้านการวัดและประเมินผล ทั้งภาพรวมและรายด้านอยู่ในระดับมาก โดยภาพรวมมีค่าเฉลี่ย 4.13 ($\bar{X}$ = 4.13, S.D. = 0.71) ส่วนปัญหาของการจัดการเรียนรู้ 4 ด้าน ทั้งภาพรวมและรายด้านอยู่ในระดับต่ำ โดยภาพรวมมีค่าเฉลี่ย 2.09 ($\bar{X}$ = 2.09, S.D. = 0.87) และ 2) แนวทางด้านการจัดการเรียนรู้ 4 ด้าน สำหรับหลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง มีดังนี้ 1) ด้านหลักสูตร ควรกำหนดรายวิชาและจัดเรียงลำดับของเนื้อหาวิชาในโครงสร้างหลักสูตรให้ชัดเจนโดยเน้นการพัฒนาทักษะการคิดความสามารถตามแนวทางของมาร์คซิส เพื่อที่นักศึกษาจะได้พัฒนาความสามารถได้อย่างเหมาะสมตามระดับที่ศึกษาและสอดคล้องกับหลักสูตร 2) ด้านวิธีการจัดการเรียนรู้ ควรส่งเสริมให้ผู้เรียนได้เรียนรู้อย่างมีความหมายและเน้นผู้เรียนเป็นสำคัญ 3) ด้านสื่อการเรียนรู้ ควรเป็นสื่อการเรียนรู้ที่ประยุกต์ใช้สื่อมัลติมีเดียที่หลากหลาย มีความทันสมัยและสนับสนุนการพัฒนาทักษะในศตวรรษที่ 21 ของผู้เรียน และ 4) ด้านวิธีการวัดและประเมิน ควรเน้นเครื่องมือการวัดผลที่หลากหลาย และเน้นการวัดและประเมินผลตามสภาพจริง

องค์ความรู้ที่ได้จากการวิจัยในครั้งนี้ คือ มหาวิทยาลัยมีแนวทางในการกำหนดนโยบายสำหรับการทบทวน การปรับปรุง และการพัฒนาหลักสูตรที่มีประสิทธิภาพ ให้กับคณะ หลักสูตร โดยคำนึงถึงสภาพการจัดการเรียนรู้ 4 ด้าน เป็นสำคัญ

คำสำคัญ : หลักสูตรการศึกษาเชิงอุดมการณ์และการเมือง การจัดการเรียนรู้ แนวทาง

ABSTRACT

The purposes of the current research were to; 1) investigate states and problems about learning management for the curriculum of Ideological and Political Education in Xinzhou Teachers University, based on teachers' and students' opinions, and 2) propose guidelines about learning management for the curriculum of Ideological and Political Education in Xinzhou Teachers University. The research sample was 287 Chinese students from 557 ones. They were studying in Ideological and Political Education Major in Marxism College, Xinzhou Teachers University, Republic of China. They were selected employing simple random sampling. Additionally, there were 7 teachers from 54 ones instructing in Ideological and Political Education Major. These teachers were selected employing purposive sampling. Mix-method research was used in the study. There were two research instruments: A questionnaire was employed for collecting quantitative data. In addition, in-depth interview and focus group technic, in forms of interview form, were employed for collecting qualitative data. The data were analyzed by content analysis, mean, and standard deviation.

The research findings were revealed that: 1) There were 4 aspects of learning-management states in the Ideological and Political Education Major including curriculum setting, learning management, learning media as well as measurement and evaluation. The analysis of overall and individual aspects was high. The average score of the overall aspects was 4.13 ($\bar{x} = 4.13$, S.D. $= 0.71$). Besides states, there were also 4 aspects of learning-management problems. The analysis of overall and individual aspects was low. The average score of the overall aspects was 2.09 ($\bar{x} = 2.09$, S.D. $= 0.87$). 2) Four guidelines for learning management of the Major were concluded as follows: First, subjects should be precisely defined and sequenced based on the curriculum structure. Moreover, students should be enhanced thinking skills and abilities based on theory of Marxism. To propose the first guideline, students could appropriately develop their abilities based on the curriculum. Second, it was about learning management. Students should be offered the meaningful learning. They should be focused as "The Center of the Learning". Third, it was about learning media. It should be applied with various and state-of-the-art multimedia as well as support the 21st century skills. Fourth, it was about the measurement and evaluation. They should be emphasized on a variety of measuring and evaluating instruments, and authentic assessment technics.

The explicit knowledge gained from the current research could probably be guidelines for the university to define any policy for revising and developing the effective curriculum then propose to faculties and majors. However, the curriculum's revision and development should be related to those four aspects of learning management.

ACKNOWLEDGEMENTS

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CHAPTER 1
INTRODUCTION

1.1 Introduction

To further implement Xi Jinping's socialist ideology with China's characteristics and the nineteen spirits of the party, implement general secretary Xi Jinping's important exposition on education, and implement the party's education policy in accordance with the People's Republic of China teacher's law, and strengthen the construction of Ideological and political theory courses in the new period. The general office of the CPC Central Committee and the general office of the State Council formulated the provisions of the opinions on deepening the reform and innovation of school ideological and political theory courses in the new era. General secretary Xi Jinping stressed at the National Conference on Ideological and political work in colleges and universities that we should persist in taking moral education as the center and integrate ideological and political work throughout the whole process of education and teaching to achieve all-round education and quality education. As the main content of classroom teaching, ideological and political education plays an irreplaceable role in the correct formation of the world outlook, outlook on life and values of college students (Xi Jinping, 2016). With the establishment of the major of Ideological and political education and the construction of the discipline of Ideological and political education, the curriculum of Ideological and political education has been continuously innovated, made breakthroughs in content, structure, and teaching implementation, and made great progress in the intellectualization and curriculum of Ideological and Political Education (Li Yuwen, 2014).

The course of Ideological and political education includes two kinds of courses: one is the ideological and political theory course as a broad ideological and political education course, and the other is the ideological and political education course as a discipline and specialty. The former kind of curriculum existed before the founding of the people's Republic of China. Its development history is very long. So far, it has rich accumulation and achieved good results in practice. The latter kind of curriculum is a special curriculum that has been put on the construction agenda since the establishment of the major of Ideological and political education in 1984. It is a professional curriculum in the sense of discipline. So far, it has a construction and development history of more than 30 years. Over the past 30 years, the major of Ideological and political education has grown from scratch, from small to large, from weak to strong, and has been continuously improved in scale and quality. In terms of curriculum, the opinions of the Ministry of education on setting up the major of Ideological and political education in 12 colleges and universities promulgated in 1984 established a curriculum structure composed of public courses, basic courses, professional basic courses, professional courses, and practical courses. In July 1992,

the State Education Commission put forward in the opinions on strengthening the management of the construction of Ideological and political education curriculum and teaching materials in colleges and universities that such curriculum construction "must adhere to the guidance of Marxism". The opinions of the National Education Commission on the running of the major of Ideological and political education in Colleges and universities issued in 1993 also put forward that "we should form programs at different academic levels such as postgraduates, second bachelor's degree students, undergraduates and junior college students with the same subject, mutual connection and different requirements for the number of courses and depth and breadth", which clearly set the curriculum of Ideological and political education as The three parts of "public courses, basic courses and professional courses" stipulate the courses and subjects learned at all academic levels. After years of construction, China's ideological and political education professional courses have also compiled several rounds of "Ideological and political theory course textbooks" and a series of Ideological and political education professional textbooks (e.g. curriculum materials for the 21st century, series of teaching materials for the major of Ideological and political education in the 21st century, etc.) , it has formed a professional ideological and political education curriculum system with different academic levels as the vertical curriculum echelon and principle research, development history research, method research and comparative research as the horizontal curriculum field, and a curriculum determined textbook system with extensive interdisciplinary, limited reference and organic integration as the content source.

Although ideological and political pedagogy has more than 30 years of construction and development history, this history is still very short for the independence and scientific of a discipline. After professional, disciplinary, and scientific attempts, the achievements of Ideological and political education curriculum construction in the past 30 years are worthy of recognition. At the same time, compared with adjacent disciplines and similar disciplines at home and abroad, it is not difficult to find ideological and political education. There are some deficiencies in the learning management of educational curriculum, which need to be solved, such as the flexibility of curriculum management, the pertinence and operability of curriculum content, the process of curriculum evaluation system, and the scientific of teaching methods.

Some studies believe that learning management is a process of taking students as the main body, according to the goal management theory, constantly setting goals for students through the role of internal and external factors (tutors, schools, etc.) in the learning process, and finally improving students' learning management ability (Lin Yu, 2015) Some studies have also proposed that the learning management system can not only be well applied to face-to-face school education and distance education, but also meet the basic requirements of the information society and the development of modern education. This learning method will change the role of teachers and the

relationship between teachers and students in traditional teaching, to fundamentally change the teaching structure and the essence of education. (Cui Xiaoxia, Helan, 2009)

Under the current educational background, how to train college students more effectively with the basic Marxist theory and professional knowledge of Ideological and political education is not only the need for higher education to adapt to and serve the society, but also the goal of higher education teaching reform. This study follows the logical thinking of what, why and how to do, and uses the literature method and comparison method to analyze a number of domestic and foreign universities On this basis, combined with the curriculum setting, teaching management, the state of teachers' teaching and the current situation of students' learning, this paper analyzes the problems and causes of the learning management of Ideological and political education curriculum in Xinzhou Normal University, and finally finds out the causes according to the actual needs and theoretical requirements Find teaching methods suitable for ideological and political education courses to achieve teaching objectives.

1.2 Research Questions

The research question include:

1.2.1 What are the state and problems on learning management on Ideological and political education courses in Xinzhou Teachers University?

1.2.2 What are the guidelines focus on learning Management for Ideological and political education courses in Xinzhou Teachers University?

1.3 Objective

1.3.1 To investigate the state and problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to the teachers' and students' opinions.

1.3.2 To propose guidelines for Ideological and political education courses in Xinzhou Teachers University.

1.4 Scope of the Study

1.4.1 This study aims to investigate the state and problems on learning management on Ideological and Political Education courses in Xinzhou Teachers University in the year 2021.

1.4.2 This study is limit to the opinion of the respondents based on a questionnaire and interview.

14.3 The sample of this study was 287 students from 557 students of Ideological and political education from Marxism College in Xinzhou Teachers University which was

selected through simple random sampling and 7 teachers from 54 teachers who majoring in Ideological and political education which was selected through purposive sampling.

1.5 Conceptual framework

Study variable

| The state and problems on learning management on Ideological and Political Education courses in Xinzhou Teachers University in 4 aspects:

 1. Curriculum

 2. Instructional management

 3. Instructional media

 4. Measurement and evaluation | → | Guidelines focus on learning management Ideological and political education courses in Xinzhou Teachers University |

1.6 Operational Definition

Learning management refers to the use of management methods to program, process and standardize learning through planning, organization, leadership, control, and other means, to create and update the best scheme, to achieve the purpose of efficient learning. The learning management is to put forward various methods to solve the problems and current situation of the Ideological and Political Education courses in Xinzhou Teachers University in 4 aspects.

1. Curriculum refers to various courses offered by the major of Ideological and political education. Course had master knowledges that suitable for Ideological and political education. Course aim to improve independent thinking for learners, the ability to analyze and solve problems for learners. Courses cultivate certain scientific research and work ability. Course has the basic theory of Marxism and professional knowledge of Ideological and political education.

2. Instructional management refers to the teaching management of Ideological and political education courses. It mainly includes formulating the teaching work plan, clarifying the teaching work objectives, and ensuring the planned, step-by-step, and orderly operation of the teaching work. Strengthen the management of teachers' teaching quality and students' learning quality. Teachers choose teaching methods that appropriate for the level of knowledge and the age of learners and used variety of

teaching methods. Instructional management can improve independent thinking, analyze, and solve problems skill for learners.

3. Instructional Media refers to the multimedia, PPT, textbooks, teaching videos, used in the establishment of Ideological and political education courses. Instructional media has benefits to improve independent thinking for learners. Instructional medias appropriate for the level of knowledge of learners. Instructional media relevant with the purpose of Ideological and Political education course and up to date.

4. Measurement and evaluation refers to the measurement and evaluation of Ideological and political education courses. It is necessary to conduct a comprehensive examination in combination with students' learning process, ideological status, and behavior status. The measurement and evaluation evaluate on learners' learning process, behavior, knowledge in accordance with the objectives of the course. The measurement and evaluation have variety platform.

States refers to the condition of leaning management of Ideological and political education in Xinzhou Teachers University

Problems refers to problems of leaning management of Ideological and political education in Xinzhou Teachers University

Teachers refers to Professor of Ideological and political education in Xinzhou Teachers University

Students refers to students who majoring in Ideological and political education in Xinzhou Teachers University are also the subjects of this study.

Guidelines refers to suggestions to solve the problems of Ideological and political education in Xinzhou Teacher University.

1.7 Practical Application

Based on extensive research and comparative analysis, combined with the problems existing in classroom teaching, this paper puts forward reasonable countermeasures and suggestions.

By exploring teaching methods and strategies suitable for students, we can fully mobilize students' learning enthusiasm. Through their own independent thinking, master knowledge, improve the ability to analyze and solve problems.

Through the study, students can have the basic ability to engage in Ideological and political work, master the basic methods of document retrieval and data inquiry, and cultivate certain scientific research and work ability.

By studying the courses of Ideological and political education, we can better cultivate students' world outlook, outlook on life and values.

Through the research and improvement of the curriculum of Ideological and political education, it is conducive to the cultivation of professional talents who have the basic theory of Marxism and professional knowledge of Ideological and political education and can engage in Ideological and political work in party and government organs, schools, enterprises, and institutions.

CHAPTER 2
REVIEW OF LITERATURE

This chapter reviews literature related to the study. The major contents of the review involve 6 parts. There are as following:

2.1 Xinzhou Teachers University

2.2 College of Marxism

2.3 Structure, state, and problems on learning management on Ideological and political education course

2.4 Learning management

    2.4.1 Concept of learning management

    2.4.2 Concept of curriculum

    2.4.3 Concept of instructional management

    2.4.4 Concept of instructional media

    2.4.5 Concept of measurement and evaluation

2.5 Mixed method

2.6 Related research

2.1 Xinzhou Teachers University

Xinzhou Teachers University is a provincial full-time undergraduate college, located in Xinzhou City, Shanxi Province. The predecessor of the college can be traced back to Xinxian normal college, which was founded in 1958. In 1984, it was renamed Xinzhou normal college. In 1998, it merged with Xinzhou Education College, Xinzhou staff and workers University and Xinzhou branch of Shanxi Radio and Television University to form Xinzhou normal college. In 2000, with the approval of the Ministry of education, Xinzhou Teachers College and Xinzhou Teachers College were merged to build Xinzhou Teachers College. The college is the first batch of national "Talent Training Mode Innovation Experimental Zone" determined by the Ministry of education and the Ministry of finance; He was awarded the honorary title of "national advanced unit of" two basic "work" by the State Council.

For more than 60 years, the college has always adhered to the school motto of "enriching learning and enlightening wisdom, cultivating morality and cultivating talents", and has been developing into a general normal university with undergraduate education as the main body and considering college education and continuing education. At present, there are 26 teaching units and 45 undergraduate majors (20 normal majors and 25 non normal majors), covering eight disciplines including law, teaching, arts, history, science, engineering, management, and art. At present, the college has one advantageous characteristic discipline of "1331 project" in Shanxi Province and five key supporting disciplines in Shanxi Province; Shanxi Province

"service industry innovation discipline group construction plan" training project 1, Shanxi Province collaborative innovation training project 1; Shanxi Institute of culture and ecology; There are 3 characteristic specialty construction points determined by the Ministry of education and the Ministry of finance, 2 national comprehensive reform pilot specialties, 5 provincial characteristic specialties, 5 advantageous characteristic specialties and 3 provincial first-class specialties; There are 8 provincial excellent resource sharing courses and 4 provincial excellent courses; There are 8 experimental teaching demonstration centers in provincial universities.

The college has 19756 full-time students; There are 1283 teaching staff, including 920 full-time teachers, 315 teachers with deputy senior titles or above, 767 teachers with master's degrees or above, 13 candidates for the provincial "three Jin talents" support plan in the field of education, 9 famous teachers in Shanxi Province, 8 "131" leading talents, academic leaders and outstanding young and middle-aged top-notch innovative talents in Shanxi Universities, part-time Ph.D. There are 44 tutors.

The college adheres to the socialist school running direction, firmly establishes the position of talent training center, comprehensively implements the fundamental task of cultivating morality and talents, based on the current situation of basic education development in underdeveloped areas such as Xinzhou, continuously and deeply promotes the education and teaching reform, adheres to the work of poverty alleviation and post practice, and constructs the construction of normal universities, local governments, colleges and universities The "Trinity" collaborative education mechanism in primary and secondary schools has steadily improved the quality of talent training.

Since the 19th National Congress of the Communist Party of China, the college has been actively adapting to the new situation of higher education development, adhering to the party's education policy, adhering to the "based on this", promoting the "four regressions", following the "13th five year plan" development thinking of "focusing on connotation, highlighting characteristics, making up for shortcomings, and improving ability" and the "three-step" development strategy of the Fourth Party Congress, firmly establishing the leadership of Party construction, establishing morality and cultivating talents We should strengthen the construction of master's degree awarding units, constantly improve the comprehensive school running strength, and strive to build a high-level application-oriented teacher model university with distinctive characteristics.

2.2 College of Marxism

The school of Marxism (Preparatory) of Xinzhou Teachers University was established in November 2019, formerly known as the Department of politics and the teaching and Research Department of Ideological and political theory. The

Department of politics was founded in 1984 and began to recruit undergraduates in 2001; The predecessor of the ideological and political theory teaching and research department is the Marxism Leninism teaching and research section and the ideological and moral education teaching and research section of Xinzhou normal college. It was founded in 1984 and renamed the ideological and political theory teaching and research department in 2013. In 2019, to adapt to the development of higher education in the new era and the requirements of the Ministry of education for colleges and universities to strengthen the construction of Marxist college, the Department of political science and the teaching and Research Department of Ideological and political theory will merge to prepare for the establishment of Marxist college. The preparation for the establishment of the College of Marxism marks that the education, research, publicity, and personnel training of Marxist theory have entered a new stage of development, which is of great significance to the implementation of the fundamental task of moral education, the strengthening of Ideological and political work, and the promotion of the discipline construction of Marxist theory.

The major of Ideological and political education set up by the college is the key construction major of the school, and the subject of Marxist theory is the key construction subject of the school. There are three directions: the research on Sinicization of Marxism, the research on Ideological and political education, and the research on the basic problems of modern Chinese history. The college has research and teaching platforms such as Institute of Ideological and political education, regional social development practice base for college students, etc. In Xinzhou City, Shanxi Province, 18 counties and cities in the province, xiong'an, Hebei Province, Wuzhishan, Hainan Province, Cele County, Xinjiang Province, we have established a stable practice teaching base.

The college has 62 staff, including 58 full-time teachers. Among the teachers, there are 5 professors and 20 associate professors, accounting for 43% of the total; There are 5 Master's supervisors, 3 teachers with doctoral degree and 4 students with doctoral degree; There are 1 famous teaching teacher in Shanxi Province, 1 "three Jin talents" support plan in Shanxi Province, 2 young academic leaders at school level, 1 "backbone teacher" in the teaching exhibition of "situation and policy" course of the Ministry of education, 1 first prize of "hundred part project" of Shanxi Province, 1 first prize of excellent case of Ideological and political theory course of Shanxi Province, and 2 second prizes of excellent courseware Good results were obtained in all kinds of teaching competitions held by the University. The college has formed a teaching staff with young and middle-aged teachers as the main body, reasonable quantity structure, high level of teaching and scientific research, and good development trend. At present, there are more than 600 undergraduates in our college.

The College of Marxism adheres to the fundamental tenet of moral education, attaches great importance to personnel training, and pays attention to the cultivation

of students' basic theories and skills. Long term large-scale poverty alleviation internship and social survey, the implementation of the tutorial team system, postgraduate entrance examination and teacher qualification certificate examination are the two outstanding advantages. All previous graduates of Ideological and political education major registered for the postgraduate entrance examination, with a stable enrollment rate of more than 85%, a stable enrollment rate of more than 50%, a stable pass rate of about 90%, ranking first in the school, and a long-term employment rate of more than 90%.

During the "14th five year plan" period, the college will seize the opportunity of building a "double first-class" University in China, implement the "1331" construction project in Shanxi Province, continue to uphold the educational philosophy of "educating people first and moral education first", pay close attention to the reform of education and teaching, the construction of teaching staff, discipline and curriculum, and constantly improve the quality of Ideological and political education, We should improve the ideological and political quality and theoretical level of college students, build the College of Marxism into a teaching unit with certain popularity and influence in the same kind of colleges in the whole province and even in the whole country, and cultivate more high-quality applied talents for the country and society.

2 .3 State and problems on learning management on Ideological and political education course

The course of Ideological and political theory is a special subject. Its impact on college students is not based on the improvement of skills and the enrichment of theoretical basis, but on maintaining their sensitivity to information knowledge and making correct value choices on different roads. Therefore, it has the characteristics of quality education and is in line with the people-oriented educational concept, However, at present, the learning management of Ideological and political education in colleges and universities faces problems, as follows:

First, the curriculum teaching is rigid and loses its essence one by one. In the eyes of many teachers and students, ideological and political theory course is a subject that focuses on theoretical explanation and does not really understand the needs and significance of the times behind the opening of Ideological and political education. Due to the cognitive imbalance in concept, the curriculum setting and learning fall into a negative cycle. Teachers teach with the goal of completing the curriculum objectives, only focus on the teaching of basic theories and key points, fail to answer students' questions and doubts at the level of important values, and interest professional knowledge in combination with the latest information of the times and society, Broaden students' understanding. However, most students often do not concentrate and distract in college classes. They rely on temporary recitation to rush to obtain credits before the examination but fail to realize the philosophical charm and

ideological spark behind the college political and ideological theory (Yang Jing, 1991). At the same time, the ideological and political teaching in some colleges and universities also stopped in the classroom, failed to fit well with the characteristics of the information flow of the times, and realized the flexible processing of "place and time".

Second, the ideological and political quality of educators is low. The purpose of Ideological and political education is to help college students establish a positive and healthy attitude towards life, improve their ideological and moral quality and cultural quality, improve their ability to understand and transform the world, and make college students truly become talents needed for social development. At present, the ideological and political quality of some ideological and political educators in colleges and universities is not high, their political belief is not firm enough, their sense of responsibility is not strong, they do not devote all their main energy to ideological and Political Education (yuan min, 2009), and their work enthusiasm is insufficient. If ideological and political teachers do not set an example, ideological and political education will be difficult to achieve due results.

Third, students' autonomous learning is poor. Under the traditional concept, most teaching is teacher centered. Under the teaching mode of "teachers speak and students listen", students have a strong psychological dependence on teachers, are in a passive position in the learning process, and teachers do not give students corresponding independent learning guidance. Therefore, the learning consciousness of students as the main body is relatively weak. Most students cannot allocate learning time independently and reasonably, especially the time really used for autonomous learning is very little, and they have not formed a good habit of autonomous learning (Lv Min,2014).

Fourth, the curriculum evaluation system is imperfect, and the standards and methods of curriculum effect evaluation are relatively backward. For a long time, the academic circles of Ideological and political education have paid great attention to the evaluation of Ideological and political education curriculum and its effect, but there are also many disputes. At present, the construction of curriculum evaluation system in China is not perfect, and the standards, methods and methods of curriculum effect evaluation are relatively backward. For example, to measure the ideological and moral level of college students, if we completely use the way of classroom answers and use the achievement level to measure the ideological and moral level of students, even if the test paper is designed more strictly, the conclusion may be inaccurate and unreliable. Obviously, this evaluation method and means are not scientific and reasonable enough.

2.4 Learning management

2.4.1 Theoretical basis of learning management

2.4.1.1 Constructivist learning theory

Constructivism originated in the 1920s and 1930s. Jean Piaget laid the foundation of constructivism through his research on children's development. Constructivist learning theory holds that learning is a meaning construction process realized through the cooperative activities between teachers and students, students and students with the help of teachers or others in a certain situation. (Xu Zhenguo, Zhang Guanwen, Shi Lin, & Jing, 2017)

2.4.1.2 Behaviorism learning theory

Li Zhankui (2018) summarized the relevant theories of behaviorists in the article "Research on the management mechanism of classroom learning based on multi participant collaboration". Behaviorists believe that learners' learning activities are a behavioral process of constantly learning, testing and changing knowledge. Through learning, knowledge can be transmitted in human society; Through the test, the correct knowledge is passed down and the wrong knowledge is screened out; Through change, wrong knowledge is re understood and recognized, and new correct knowledge is gradually formed. With the development of behaviorist learning process theory, scholars believe that the "stimulus response" model can be used to elaborate the learning process and learning mechanism. For example, the cognitive desire for the unknown world is a stimulus, so the learning behavior is the corresponding response. Similarly, children's competitive psychology is also a kind of stimulation, which will form a learning behavior response aimed at achieving better results.

2.4.1.3 Cognitive learning theory

Li Hua, Gong Yi and Ji Juan summarized the biggest feature of cognitive learning process theory in the article "framework design of learning management system for MOOC", that is, there is an existing cognitive structure in the learning process, people's learning behavior is a process of understanding new knowledge according to their own cognitive structure, and the increase of knowledge reserve will promote people to constantly adjust the existing cognitive structure. (Li Hua, Gong Yi, Ji Juan, 2013)

Cognitive learning theory is also one of the foundations of ubiquitous learning theory. It emphasizes the role of students themselves in learning. Students no longer passively accept information and knowledge, but can actively receive, screen and transform external stimuli. Cognitive learning theory pays more attention to the relationship between learning content and students, analyzes the characteristics of learners, studies the learning environment, designs teaching strategies, and realizes the organizational strategies of learning. Cognitivism emphasizes individualized learning and small-scale learning strategies of different individuals and learning objects in Ubiquitous Learning (Pan jizai, review of ubiquitous learning theory, 2010).

2.4.1.4 Competency based education

Competency based education (CBE) originated in the United States during World War II. It emphasizes the goal of cultivating ability, which is significantly different from knowledge-based education. Zuo Jiabu, Peng diefei and Qu Zhongzheng mentioned in the article "vocational education and CBE teaching model in Canada": CBE is usually composed of five parts: project planning, curriculum development, teaching development, teaching implementation and teaching evaluation, of which curriculum development is the core and key.

2.4.1.5 Objective management theory

The goal management theory proposed by Peter Drucker, a Master of Modern Management, is a goal incentive scheme based on the previous goal setting theory. Goal setting theory is the basis of goal theory. Management by objectives emphasizes the designation of specific and feasible objectives that can be objectively measured for the joint participation of organizational groups (Lin Yu, 2014).

2.4.1.6 Autonomous learning management

Autonomous learning management is an important method of school teaching management. Autonomous Learning Management of college students refers to "a series of practical activities of self-learning, self-education and self-development carried out by college students around the training objectives and the specific mode of school education, according to the requirements of social progress for personal quality, give full play to their subjective initiative, reasonably allocate self-resources, and effectively use management means such as planning, organization, coordination, control and supervision" (Zhao Kangmin, 2008).

2.4.2 Concept of learning management

The emergence of the concept of learning management is the requirement of the development of information technology. Many scholars began to pay attention to learning management and put forward the learning management model under the condition of informatization. Although there is no clear concept of learning management at present, many researchers and research projects have made descriptive summaries of learning management, among which the following are more representative:

1) Education is also defined in the field of science. Learning management refers to the organization of learning activities, including ensuring the integrity, diversity and comprehensiveness of learning activities and the allocation of learning time (Fu daochun, 1999). This concept mainly emphasizes teachers' management of students' learning activities in the teaching process. Other definitions emphasize that students play a leading role in the process of learning management, which mainly comes from the research on students' autonomous learning management, that is, the whole learning is an active and constructive learning process. First, students set learning goals for themselves, and then, through monitoring, regulation and control, students' cognition, motivation, and behavior are guided and constrained by the characteristics of goals and situations (Pintrich. P., 2000) In addition, the learning information processing theory holds that

there is an executive control process of information flow in the learning information processing system. To determine what learning strategy to use to solve the problem, it evaluates the effect of the selected strategy and changes strategy w to improve the learning effect. Monitor and guide the progress of cognitive activities and evaluate the problems in learning (Chen Qiao, & Liu rude, 2003)

2) Definition in Wikipedia. Learning management is an educational strategy defined to enable learning to obtain educational results. It is different from teaching management. It focuses on students rather than teachers and instructors.

3) Description in Elena project. Elena project is a working group focusing on the interoperability of learning services between education nodes. "It believes that distance learning management (Training Management) is a means and tool to describe the planning, control and implementation of the learning process of enterprises (or organizations and associations). It includes all stages of the learning management cycle, from identifying the needs of learning objects to designing, planning, and implementing training methods, as well as training performance measurement and knowledge transfer in daily work. This description mainly emphasizes the important contents of learning management in enterprise e-learning, W and the whole process, the evaluation of learning effect, and the knowledge management combining e-learning with work process.

4) The distance learning platform based on function design and development believes that learning management should provide a variety of functions, such as individual counseling, collaborative monitoring, discussion group management, troubleshooting, test paper management, homework management, achievement management and learning progress management (Yu Shengquan, & Chen Tian, 2002)

5) Learning management refers to the use of management methods to program, process and standardize learning through planning, organization, leadership, control, and other means, so as to create and update the best scheme to achieve the purpose of efficient learning

2.4.3 Concept of curriculum

In the field of education, "Curriculum" has always been an important word. Under the background of educational reform in the new era, more and more schools begin to explore reform schemes suitable for schools, teachers, and students. To understand and develop the curriculum, we first need to clarify its connotation. Just as an enterprise produces a product, it is possible to start the production of a product only by clarifying its various attributes, including its function, structure, shape, specification, material, and other elements. (Xu Guoqing, 2006). After decades of efforts of several generations of scholars, scholars have different understandings of the concept of curriculum, as follows:

The key to defining the term "curriculum structure" is to clarify the connotation of the word "structure". As a term of system science, structure refers to

the stable relationship between the various elements of a system and the arrangement and combination of the elements in the system (Xinhua Dictionary, 2002). Specifically, it includes three meanings: 1) various constituent elements within the system. 2) The contact mode and interaction form between elements. 3) The proportional relationship of various elements and the conditions and laws of their development and change.

For the explanation of curriculum structure, different people have different expressions. Zhong Qiquan (1989, modern curriculum theory) believes that the curriculum structure includes three levels: macro, meso and micro. Macro curriculum structure refers to the structure of curriculum, the proportion of various categories and types of courses and their relationship, which are stored in the curriculum plan; The meso curriculum structure is an organic whole formed by the horizontal and vertical combination of specific subjects in various discipline courses; The micro curriculum structure is an organic whole composed of various components and elements in various textbooks according to a certain proportion.

Gu Mingyuan (1991, dictionary of Education) believes that curriculum structure can be divided into broad and narrow senses. The curriculum structure in a broad sense refers to "the form of organization, arrangement and cooperation of various components in the school curriculum". It aims to solve which categories of courses should be set up and the arrangement of courses according to the training objectives, focusing on the overall optimization of various contents, types and forms of courses, which is embodied in the teaching plan. In a narrow sense, curriculum structure refers to the form of organization, arrangement, and cooperation of various components in a curriculum. It aims to solve the problems of teaching objectives, teaching contents, teaching organization and teaching evaluation of each curriculum. It is embodied in teaching materials (mainly referring to teaching outline and textbooks)

Conglixin (2000, curriculum theory) believes that the curriculum structure should be composed of vertical structure (composed of teaching plan (curriculum plan), syllabus (Curriculum Standard) and textbooks) and horizontal structure (that is, the proportion of various categories and types of courses in a specific curriculum structure and their relationship).

The word "Curriculum" first appeared in the Tang and Song dynasties in China. In the book of songs, Xiaoya, Qiaoyan, Kong Yingda of the Tang Dynasty made a few comments on the sentence "Yiyi sleeps in the temple, which is written by a gentleman": "to teach and protect a course, a gentleman must supervise it, but it can be made according to law." however, the meaning of the course here is far from what we usually say.

Zhu Xi in the Song Dynasty also mentioned "Curriculum" many times in the book of Zhu Zi · on learning, such as "widening the deadline, tightening the curriculum", "setting up a small curriculum, making great efforts" and so on. It means

homework and its progress. The "course" here only refers to the arrangement order and regulations of learning contents and does not involve teaching requirements. Therefore, it is more accurate to call it "course".

In modern times, due to the implementation of class teaching system and the introduction of "five stage teaching method" of Herbart School, people began to pay attention to the teaching procedure and design, so the meaning of curriculum changed from "course" to "course".

Baidu Library pointed out that "Curriculum" is the sum of the subjects that school students should learn and their process and arrangement. Curriculum is the planning and design of educational objectives, teaching contents and teaching activities. It is the sum of the implementation process of teaching plan, syllabus and so on. Curriculum is the sum of each discipline and its purpose, content, scope, and process, which aims to achieve all kinds of educational objectives at all levels. It includes all disciplines taught by schoolteachers and purposeful and planned educational activities (excerpted from Baidu academic)

One view is that curriculum is a teaching community between teachers and students. It is a learning platform, growth platform and life platform. It is an institutionalized platform and self-organizing platform. The school is the same, but each student's learning process is different. Each student chooses his own subject and studies by himself. (Huang Jicai, 2017)

Ding nianjin (2012) stated in the discussion of curriculum connotation that in curriculum exploration, different scholars often define curriculum from very different positions and viewpoints, forming many definitions. These definitions can be classified into different types, in which more courses are concentrated. There are at least six types of specific definitions: first, the subject theory, That is, the basic connotation of curriculum is defined as teaching subjects; Second, the plan theory, that is, the curriculum is a systematic learning plan; The third is the theory of activity or experience, which defines the basic connotation of curriculum as learning activity or learning experience; The fourth is the teaching content theory, which defines the basic connotation of the curriculum as the teaching content; The fifth is the theory of expected results, which defines the basic connotation of curriculum as the expected results of learning; The sixth is the theory of cultural reproduction, which defines the basic connotation of curriculum as cultural reproduction.

It can be seen from the above that the curriculum structure is a relatively static thing, which refers to the constituent elements, the organization and arrangement of elements and the matching relationship between elements in the professional curriculum system under the guidance of certain curriculum values (Guo Xiaoming, 2002) Among them, the constituent elements mainly refer to various courses. As the main position of Ideological and political education in Xinzhou Normal University, Marxism college undertakes the teaching tasks of Ideological and political education courses for students of this and junior college and is responsible for the setting and

implementation of various courses. The college has set up the teaching and Research Office of "Ideological and moral cultivation and legal basis", the teaching and Research Office of "outline of modern Chinese history" The teaching and Research Office of "Introduction to Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics", "Introduction to the basic principles of Marxism", "situation and policy" and the teaching and Research Office of Ideological and political education have successively opened Marxist philosophy, Marxist political economy and introduction to Mao Zedong Thought and the theoretical system of socialism with Chinese characteristics School level excellent courses such as social investigation theory and methods, school level key courses such as ideological and moral cultivation and legal basis, outline of modern Chinese history and introduction to basic principles of Marxism, and the introduction of "super star Erya" and "wisdom tree" The 58 high-quality online open courses of the two network teaching platforms further enrich the general elective courses and provide a solid foundation for improving students' comprehensive quality.

To sum up, curriculum refers to the various disciplines and process arrangements set up by the school for students to achieve their educational objectives and cultivate their all-round development. The school offers various courses for students according to the teaching content, teaching activity mode, teaching plan, syllabus and teaching expectation, including compulsory courses, elective courses, public courses, professional courses, etc.

2.4.4 Concept of instructional management

The following are some definitions of instructional management.

One view holds that instructional management is "the decision-making and implementation that school managers follow the management law and teaching law, scientifically organize, coordinate and use the human, material, financial, time, information and other factors within the teaching system to ensure the orderly and efficient operation of teaching" (Lu Hongde, 1991).

Another view is that instructional management is "a process in which school teaching administrators organize, coordinate, command and control teaching work through a series of unique management behaviors in order to complete teaching tasks and improve teaching quality" (GE Jinguo, 1996).

There is also a "combination theory", which holds that instructional management is "a reasonable combination of all aspects, elements and links of teaching by school managers according to the requirements of teaching policies, teaching plans and syllabus, according to the laws of teaching work, using the theories, methods and principles of modern scientific management, and through management links such as planning, organization, inspection and summary, Promote the normal and efficient operation of teaching work " (Liu Ming, 1997).

The above three definitions are positioned at the school level. They believe that teaching management is the internal management of the school, which can be

regarded as teaching management in a narrow sense. The other is teaching management in a broad sense, which studies the organization, management, and guidance of educational administrative organs to the teaching of schools at all levels and other educational institutions from the macro level.

In a word, instructional management can be summarized as a process of using the principles and methods of management science and teaching theory, giving full play to the management functions of planning, organization, coordination, and control, coordinating various elements in the teaching process, making it run orderly and improving efficiency. The education administrative department and the school shall jointly undertake the teaching management. Teaching management includes teaching plan management, teaching organization management, teaching quality management and other basic links (Lu Xiongwen, 2013)

To sum up, teaching management means that to stabilize the normal teaching order, meet the needs of college teaching reform and improve teaching quality, through the means of scientific management, give play to the functions of planning, organization, coordination and control to meet the needs of school teaching quality inspection, teaching work evaluation, teaching performance evaluation and teaching reform and development.

2.4.5 Concept of instructional media

Media refers to the media or tools that carry, process, and transmit information. When a certain media is used for teaching purposes, as a tool to carry educational information, it is called teaching media. Teaching media is the carrier of teaching content, the manifestation of teaching content and the tool for transmitting information between teachers and students, such as physical objects, oral language, charts, images, and animation. Teaching media are often realized through certain material means, such as books, blackboard writing, projectors, videos, and computers (Xu Fuyin, Li Yunlin, & Hu Xiaoyong, 2010)

Modern teaching media is a tool that uses modern technology to carry and transmit teaching information. It consists of two interrelated elements: one is hardware or modern teaching equipment, that is, a variety of teaching machines used to store and transmit teaching information; Second, software, also known as teaching materials, that is, all kinds of films, tapes and floppy disks that record or carry teaching information (Zhang Haizhu, 2013)

Modern teaching media is relative to traditional teaching media. Traditional teaching media generally refer to blackboard, chalk, textbooks, etc. Modern teaching media mainly refers to electronic media, which is composed of two parts: hardware and software. Hardware refers to various teaching machines associated with the transmission of educational information, such as slide projector, projector, tape recorder, film projector, television, video recorder, electronic computer, etc. Software refers to the carrier carrying educational information, such as slides, slides, film films, audio tapes, video tapes, optical discs, etc. (Sheng Qunli, et al., 2005)

The ideological and political course is rich in content and covers a large amount of information. The traditional teaching mode using blackboard and chalk as teaching aids cannot vividly show the teaching content, nor can it meet the requirements of today's educational modernization, which requires the comprehensive promotion of the application of multimedia network teaching means. For example, in making ppt courseware, DV, MP3, flash, etc. are inserted and used, and media short films and films are used to give full play to the advantages of multimedia "sound, light, electricity", "omni-directional" and "three-dimensional sense", so as to make classroom teaching more visual, intuitive and informative; Fully mobilize students' sensory organs, enhance intuition and objectivity, and improve the attraction and appeal of this course, so that each student can truly contact the most profound philosophy of life, the closest life enlightenment, the most thorough life perception and the most moving life experience. (Wang Na, 2019)

To sum up, teaching media means to optimize teaching, improve teaching quality and efficiency, explore, and realize different teaching modes, promote teaching reform, widely use slide projector, projector, tape recorder, electronic computer and other equipment, mobilize students' senses, enhance the intuition and objectivity of the course, improve the attraction and appeal of the course, so as to obtain the best teaching effect.

2.4.6 Concept of measurement and evaluation

Tripathi and Kumar (2018) in quoting the definition provided by Bradfield state that measurement is a process of assigning symbols to the dimensions of a phenomenon to characterize the status of the phenomenon as precisely as possible".

Scriven (1991) similarly avers that measurement is undertaken to determine the magnitude of a quantity. This determination typically is carried out on either a criterion-referenced test scale or on a continuous numerical scale. These measurement instruments can take a variety of forms such as a questionnaire, a test or any piece of apparatus. The observer in certain situations can be used as the measurement instrument which will need to be calibrated or validated. Scriven further notes: "Measurement is a common and sometimes large component of standardized evaluations, but a very small part of its logic, that is, of the justification for the evaluative conclusions".

Kizlik (2021) conceptualizes measurement as the process of determining the attributes or dimensions of some physical object.

Coleman (2001) defines evaluation as the "determination of how successful a program, a curriculum, a series of experiments, etc. has been in achieving the goals laid out for it at the outset". Other terminologies used synonymously as "Evaluation" or other variants of the same include but not limited to appraisal, analyses, assessment, critique, examination, grading, inspection, judgement, rating, ranking, and review.

Braun et al. (2006) evaluation is the process of reaching conclusions regarding abstract entities. These intangible units can range from curricula to institutions. Thus, evaluation calls for undertaking a process to provide information to be used as a basis for judging a situation.

Scriven (1991) Evaluation in the real sense refers to the process used to determine the merit, worth, or value of a process or the product of the process.

Educational measurement generally refers to an educational science that quantitatively measures educational phenomena. This paper mainly studies the principles and methods of measuring the effect of education or training. In the popular sense, it only refers to the measurement of learning results - knowledge and skills. It originated from the ancient examination, but the ancient examination is not a scientific educational measurement. At the beginning of the 20th century, American psychologist sand dike and others applied the basic principles and methods of psychological statistics and measurement to education, making educational measurement scientific. Educational measurement plays an important role in talent selection, teaching students according to their aptitude, educational evaluation, educational research and so on (Gu Mingyuan, 1998). Specifically, educational measurement is the quantitative measurement of students' learning ability, academic achievement, interests, morality, physical quality, and many problems in educational measures.

Educational evaluation: evaluation refers to the process in which the subject judges the value of the object according to certain standards. Educational evaluation is developed from educational measurement activities. It began with the "eight-year study" by American psychologist Taylor (Tyler, 1934). It is an important part of educational activities. Based on educational objectives, it uses effective evaluation techniques and means to measure, analyze, and compare the process and results of educational activities, and give value judgment.

To sum up, assessment and evaluation is an important link in the teaching process and an important means to detect the effect of teachers' teaching and students' learning. The assessment of the course should focus on the teaching objectives, run through the "comprehensive process assessment and evaluation", combine the usual assessment, practical assessment, and final examination, assess students' Ideological and behavioral status, improve students' ability to understand, analyze and solve problems, and help students establish a correct world outlook, outlook on life and values.

2.5 Mixed method

Mixed method research refers to the research path that integrates the methods and technologies of quantitative research and qualitative research in a single research project. Mixed method research meets the needs of the continuous renewal of educational science research ideas and methods and the development trend of

multidisciplinary research and plays an increasingly important role in educational science research. Hybrid methods are also valuable to develop research tools. For example, researchers using questionnaires can obtain some qualitative data through group discussions and individual interviews. The qualitative data collected through interviews and focus groups can be used as a reference for revising relevant questionnaire items at the beginning and can be used as a reference for compressing topics in data analysis later. (Anli, 2010)

Qualitative research (also known as qualitative research, qualitative research, and qualitative research): it mainly carries out qualitative analysis and Research on social phenomena, "focusing on a comprehensive, in-depth and detailed investigation and analysis of the appearance of things, to reveal the internal laws that determine the movement, change and development of this thing. (Cihai, Shanghai Dictionary Publishing House, 1997)

Tao Baoping (2004) pointed out in the article "research design guidance" that qualitative research is suitable for detailed, in-depth, and dynamic description and analysis of individual things at the micro level, explaining special phenomena by collecting many text and picture data, interpreting data by inductive method, and drawing research conclusions. In terms of specific research methods, there are case studies, action studies, ethnographic studies, grounded theory studies and so on.

Chen Xiangming (2000) proposed in the article "qualitative research methods and social science research" that quantitative research (also known as quantitative research and quantitative research, i.e. quantitative research) is a research method to measure and analyze the quantifiable part of a thing, so as to test the researchers' own theoretical assumptions about the thing.

Wang Wei and Ji Hongliang (2018) pointed out in the article "comparison between qualitative research and quantitative research": in the research process of qualitative research, first put forward a question, then collect data around this problem by observing, visiting and consulting literature, then analyze the data, summarize a theoretical framework based on the data, and then describe it in words or pictures. There is a significant difference between the data collected in quantitative research and qualitative research. It is measured through observation, experiment, questionnaire, scale, structured interview, and other methods. More attention is paid to some measured data, which is quantitatively analyzed through calculation and analysis and rigorous logical thinking and expressed in the form of data or graphics.

After entering the 21st century, with the surge of thoughts that emphasize diversity and dialogue all over the world, many scholars are more and more interested in the research of mixed methods, and the research of mixed methods has entered a period of accelerated development. It mainly shows two characteristics: first, the dialogue between quantitative research and qualitative research has been strengthened, and the dialogue between mixed methods and other methods has also been strengthened. Mixed method research has begun to actively respond to the

queries and challenges from quantitative and qualitative methods. Second, the number of hybrid method research and its application is increasing (an Li, 2010). Jiang Yimin (2009) believes in the article "Research on mixed methods of the Third Methodological Movement" that the causality problem of mixed methods is very complex. Only quantitative data cannot fully describe the causality. It is necessary to add qualitative research to quantitative investigation to solve the complex causality problem

Qualitative research and quantitative research are two different methods for scientific research. They generally analyze and explain problems through comparison and comparison (Hong Fang, 2013). This study adopts the mixed method. Using the method of quantitative research, that is, through the way of questionnaire survey, collect and sort out the current situation and problems of learning management of Ideological and political education in Xinzhou Normal University, and put forward suggestions to improve learning management according to the opinions of students. Using the method of qualitative research, that is, by means of interview, collect teachers' personal information and the current situation and problems of learning management of Ideological and political education curriculum, and put forward teachers' opinions on how to solve the problems existing in learning management through interview investigation.

2.6 Related research

Wu Xingru (1985) "analysis of the importance and significance of Ideological and political work in Colleges and universities" mentioned that through ideological and political education in colleges and universities, we can effectively implement the party's principles and policies to contemporary college students, and it is an important means to help young college students out of the ideological dilemma. Efficient ideological and political education can not only ensure the basic guarantee for the steady development of colleges and universities, but also cultivate college students with noble quality and good morality. Therefore, colleges and universities should always adhere to the excellent education concept of "education oriented, moral education first", and continuously strengthen and improve the daily ideological and political education of college students.

Kang Jie and Xu Ye mentioned in the article "current situation, problems and Countermeasures of Ideological and political education in Colleges and universities from the perspective of big data" that the development and maturity of big data provide unprecedented information technology conditions for the reform and innovation of Ideological and political education in Colleges and universities, To solve the problem of the integration of big data technology and ideological and political education in Colleges and universities is the inevitable choice to continue to play the key role of Ideological and political education in moral education and

improve the effectiveness and status of Ideological and political education in the information age. Therefore, colleges and universities need to further improve the big data awareness of Ideological and political education workers, improve data processing ability, maintain data security, promote online and offline integration, and establish a professional talent team, to contribute to the reform and innovation of Ideological and political education in the new era and cultivate more qualified socialist builders and successors.

Zhen Jingjing (1993) in his article "Research on the problems and Countermeasures of the awareness of Ideological and political education major", mainly expounds that there are some misunderstandings about the awareness of Ideological and political education major in the current society, which directly leads to the low awareness of the major and the low enthusiasm for learning, Thus, the cultivation of Ideological and political education students cannot meet the requirements of training objectives, affect the employment of students, and limit the development of the major itself. In view of the above problems, we must strengthen publicity, attach importance to Freshmen's entrance education, strengthen students' skills training, broaden employment channels and other means to improve students' professional cognition and promote the stable and rapid development of Ideological and political education major.

In her doctoral dissertation comparative study of Ideological and political education in Freshmen Education between China and the United States, Lu Xuemei (1983) studied the ideological and political education in Freshmen Education between China and the United States through literature analysis, questionnaire survey and comparison. Based on the comparison of Ideological and political education in Freshmen Education between China and the United States, this paper critically draws on the experience of Ideological and political education in Freshmen Education in the United States, aiming at the problems that the attraction and effectiveness of Ideological and political education for Chinese freshmen still need to be improved, and tries to put forward some thoughts and suggestions from the aspects of educational approaches, educational methods and organizational guarantee.

Zhou Hua (1991) in the article "the problems and Countermeasures of the curriculum of administrative management major in Higher Vocational Colleges -- Taking s College of Zhengzhou City as an example", mainly uses the questionnaire survey method, through the analysis of the current situation of the curriculum of administrative management major in higher vocational colleges, obtains the problems of the curriculum of administrative management major in higher vocational colleges, There are mainly four aspects: the recognition of curriculum setting is not high, the practicability of curriculum setting is not strong, the structure of curriculum setting is unreasonable, and the sense of times of curriculum setting is not strong. On this basis, the paper puts forward the optimization measures of the administrative management curriculum: first, respect the needs of students, improve curriculum satisfaction;

Second, to improve the practicality of the curriculum based on social needs; Third, we should accurately position the training objectives of administrative management professionals and reshape the curriculum structure; Fourth, change ideas and enhance the sense of the times.

Qin Zhengwei (1973) studied many new changes and problems in the construction of Ideological and political education major in Colleges and Universities under the new situation. This not only directly affects the ideological and political situation of contemporary college students, but also puts forward many new challenges and requirements for the construction of Ideological and political education major in colleges and universities. Therefore, how to clearly understand the situation and background of the construction of Ideological and political education major in Colleges and universities in the new period, deeply analyze and grasp the existing problems, so as to find and take effective countermeasures, is not only the problem to be solved in the construction of Ideological and political education major in Colleges and universities, but also the basic work to ensure the sustainable development of Ideological and political education major in Colleges and universities.

Zhou Liang. (1984). "the development status, problems and Optimization Countermeasures of Ideological and political education websites in Colleges and Universities -- Taking Hunan Universities as an example" mainly studies the development status, challenges, and future development direction of Ideological and political education websites in colleges and universities. This paper investigates the ideological and political education websites of five colleges and universities in the province, analyzes the current development situation of the ideological and political education websites of colleges and universities, puts forward the existing problems, and expounds the Countermeasures for optimizing the ideological and political education websites of colleges and universities.

Zhou Wei. (1978). in the article "analysis of the problems and Countermeasures in the teaching of administrative management major -- Taking Hainan University as an example", mainly through questionnaires and interviews, to obtain the real feedback and objective evaluation of the course teaching. Based on the teaching practice of administrative management major in Hainan University since its establishment, this paper analyzes the problems existing in its curriculum, classroom teaching, soft and hard facilities, teaching staff and so on, and probes into the Countermeasures for improving and perfecting the teaching of administrative management major.

Lin Yu (2012) Research on the current situation and problems of postgraduate learning management, combed and commented on the relevant literature through the literature method, and investigated and studied the five aspects of students' autonomous learning, tutor management, curriculum, teaching management and school culture through the investigation method. According to the data obtained from the investigation, this paper analyzes the current situation of learning management of

Postgraduates in Colleges and universities in China. It is found that there are some problems in the learning management of postgraduates. In view of the existing problems, according to the theory of target management, this study also puts forward countermeasures and suggestions to improve the learning management of postgraduates.

To sum up, through the analysis and research of the existing data and theories, it is found that many scholars mainly use the form of questionnaire and interview to find out the problems of Ideological and political education in discipline construction, specialty setting, learning management and so on, and further put forward modification opinions and strategies. Therefore, this study will learn from the existing literature, find the current situation and problems of learning and management of Ideological and political education curriculum in Xinzhou Normal University, and put forward constructive suggestions conducive to the professional development of Ideological and political education.
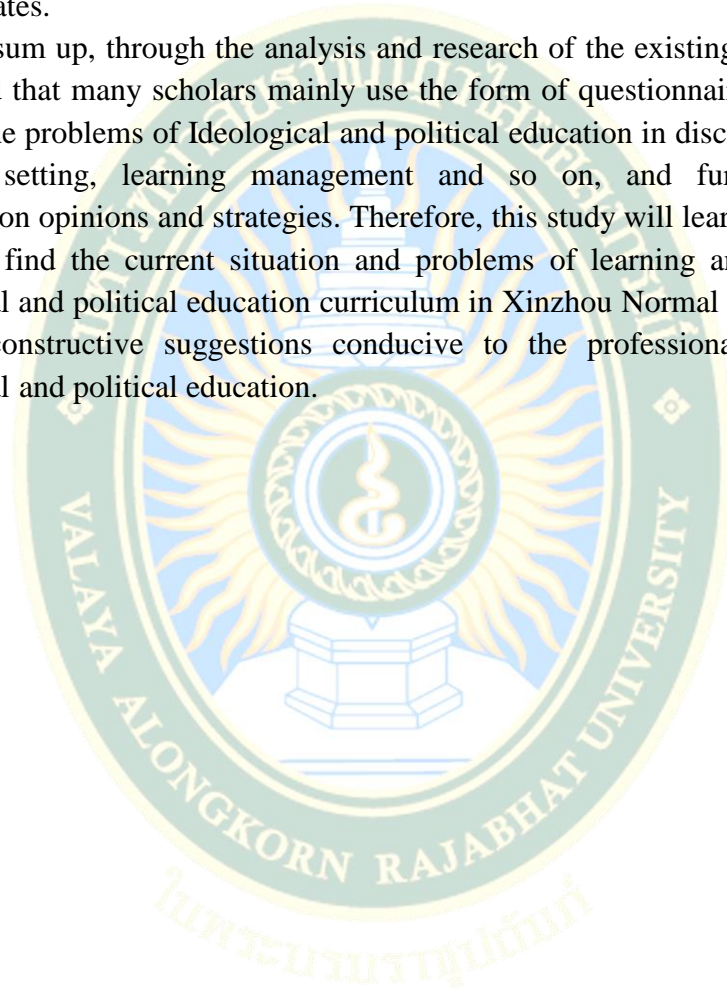
CHAPTER 3
RESEARCH METHODOLOGY

This chapter describes the research design and approach which are used in the conduction of the study. The purposes of this study are to: investigate the state and problems on learning management of Ideological and political education courses in Xinzhou Teachers University and propose guidelines for Ideological and political education courses in Xinzhou Teachers University. The description of population research design, research instruments, data collection, and data analysis are brought to be presented.

3.1 Population and sample

The sample of this study was 287 students from 557 students of Ideological and political education from Marxism College in Xinzhou Teachers University which was selected through simple random sampling and 7 teachers from 54 teachers who majoring in Ideological and political education which was selected through purposive sampling.

3.2 Research Design

Mix-method research is used in this study. The quantitative data is collected with a state and problems on learning management questionnaire and qualitative data collection through in-depth interview and focus group technic about state and problems on learning management with interview form.

3.3 Research instruments

The instruments use in this study are questionnaire survey and interview form. In this study collect data in 2 parts:

1. Students are given questionnaires survey. Using the self-made questionnaire, the students are investigated through the network to obtain the first-hand research data, and then the survey results are analyzed and processed by descriptive statistics and other statistical methods to draw a conclusion.

2. Teachers are given interview form by focus group technic. Firstly, through the collection and analysis of various existing literature, select valuable information to provide theoretical basis for yourself, and then establish an interview form based on this. Then seek teachers' opinions and modify the interview questions. Recently, the interview form was determined, and the interview was conducted.

3.4 Construction and examining/assessing the quality of research instruments

    3.4.1 Constructing the questionnaire

The following were the steps of constructing the questionnaire:

Step 1: Studying documents related to constructing questionnaire.

Step 2: Constructing a questionnaire. The questionnaire consists of 3 sections: Section 1 general information of the subjects. Section 2 is the states and problems on learning management of Ideological and Political Education Courses in Xinzhou Teachers University. Section 3 is the suggestions for improving learning management for Ideological and Political Education Courses in Xinzhou Teachers University.

For section 2 the states and problems on learning management of Ideological and Political Education Courses in Xinzhou Teachers University five-point scale Likert questionnaire ranging as follows:

Degree of perform			Degree of problem		
5	=	Always perform	5	=	Very high degree of problem
4	=	Usually perform	4	=	high degree of problem
3	=	Sometimes perform	3	=	moderate degree of problem
2	=	Seldom perform	2	=	Low degree of problem
1	=	Rarely perform	1	=	Very low degree of problem

Step 3: The draft questionnaire is presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity, and wording of the questionnaire. After that the draft questionnaire is revised according to the thesis advisors' suggestions. The evaluation form is offered to the three experts for the content validity check (IOC) and suggestions. The quality of the questionnaire was evaluated by coefficient Cronbach alpha

Step 4: Prepared the complete questionnaire.

3.4.2 Constructing the interview form

The following were the steps of constructing the interview form:

Step 1: Studying documents related to construct the interview form.

Step 2: Constructing the interview form. The interview form consisted of 4 parts:

    1) Personal information.

    2) The state and problems on learning management of Ideological and Political Education course in 4 sections: curriculum, instructional management, instructional media and measurement and evaluation.

    3) The teachers' opinion how to solve the problems on learning management.

    4) Other suggestions.

Step 3: The draft interview form is presented to thesis advisors for their advice on the appropriateness, precision, accuracy, ambiguity, and wording of the interview

form. After that the draft interview form is revised according to the thesis advisors' suggestions. The evaluation form is offered to the three experts for the content validity check (IOC) and suggestions.

Step 4: Prepare the complete interview form.

3.4.3 Quality of research instruments

1) Validity

Three experts will be requested to verify the items of questionnaires by using Indexes of Objective Congruence (IOC) score on a range from -1 to 1. The items with scores lower than 0.5 was revised; however, the ones with higher than or equal 0.5 will used.

Congruent   = 1

Questionable   = 0

Incongruent   = -1

The evaluation results obtained IOC 0.65-1.00.

2) Reliability

After the revision of questionnaires, a pilot study is conducted with 30 clients who are not in the target group to find out whether an individual's score from the instrument is consistent or reliable. The data from the pilot study are used to validate reliability using Cronbach's alpha to ensure consistency. George and Mallery (2003) indicates the following values of Coefficient Cronbach Alpha as follows:

Values of Coefficient Cronbach Alpha Meaning

_> 0. 9	Excellent
_> 0. 8	Good
_ >0. 7	Acceptable
_> 0. 6	Questionable
_> 0. 5	Poor
_< 0. 5	Unacceptable

The reliability of the research instruments, Coefficient Cronbach Alpha is 0.991.

3.5 Data collection

3.5.1 To investigate the State and Problems on learning management of ideological and political education courses in Xinzhou Teachers University with questionnaire

3.5.2 After analyzing the questionnaires, researchers collecting the opinion of teachers to get more information about learning management and survey how to solve the problems by using interview form.

3.5.3 Researcher analyze the information and investigate the way to solve problems by documentation research after that summarize the guidelines for solving problem on learning management.

3.6 Data analysis

After the completion of the questionnaire survey, statistics, and analysis of the data, draw a true and reliable conclusion.

3.6.1 Data analysis

The researcher analyzed the data in the following order:

1 . The questionnaire is examined, and the complete and correct version is selected for analysis.

2. Data analysis

2.1) Analyze the personal information of the target group by using descriptive statistics, there are frequency and percentage.

2.2) Analyze the information of state and problems on learning management by using descriptive statistics: mean ($\overline{X}$) and standard deviation (S.D.)

Average score 4.50 - 5.00 with the highest level of problem
Average score 3.50 - 4.49 with high level of problem
Average score 2.50 - 3.49 with moderate problem
Average score 1.50 - 2.49 with low level of problem
Average score 1.00 – 1.49 with the lowest level of problems.

Average score 4.50 - 5.00 with the highest level of perform
Average score 3.50 - 4.49 with high level of perform
Average score 2.50 - 3.49 with moderate perform
Average score 1.50 - 2.49 with low level of perform
Average score 1.00 – 1.49 with the lowest level of perform

2.3) Analyze and summarize the questionnaire results regarding recommendations for improvement.

2.4) An open-ended questionnaire (Content Analysis) is analyzed by writing an essay accompanying the table.

3.6.2 Statistical analysis

The researcher used statistics to analyze the data as follows:

3.6.2.1 IOC (content consistency) is used to determine the quality of the questionnaire.

3.6.2.2 Cronbach's alpha coefficient is used to examine the questionnaire.

3.6.2.3 Percentage is used in a demographic analysis of the subjects

3.6.2.4 Mean and standard deviation are applied to analyze the level of the state and problems on learning management for ideological and political education courses in Xinzhou Teachers University.

CHAPTER 4
RESULTS

This descriptive study aims to investigate the current situation, problems, and Countermeasures of learning management of Ideological and political education curriculum in Xinzhou Normal University. The subjects of this study are students majoring in Ideological and political education in Xinzhou Normal University.

The data were collected by issuing questionnaires to the subjects, and then the data were analyzed. A total of 287 student questionnaires were collected. The following is the analysis of student questionnaires.

4.1 The analysis result of state on learning management on Ideological and political education courses in Xinzhou Teachers University according to 287 students' opinions as shown in table 1 and table 2.

Table 1 Frequency and percentage of basic information about students. Including: gender, age and grade.

	Option	Frequency	Percentage
1. Your gender			
	A. Male	62	21.6
	B. Female	225	78.4
	Total	287	100
2. Your age			
	17 years old	11	3.83
	18 years old	87	30.31
	19 years old	71	24.74
	20 years old	58	20.21
	21 years old	20	6.97
	22 years old	21	7.32
	23 years old	7	2.44
	24 years old	11	3.83
	25 years old	1	0.35
	Total	287	100

Table 1 (cont.)

	Option	Frequency	Percentage
3. Your grade			
	First grade	168	58.54
	Second grade	31	10.8
	Third grade	56	19.51
	Fourth grade	32	11.15
	Total	287	100

According to table 1, 78.4% of the 287 students were women and 21.6% were men. Among them, there were 11 students aged 17 (3.83%); There were 87 students aged 18 (30.31%); There were 71 students aged 19 (24.74%); There were 58 students aged 20 (20.21%); There were 20 students aged 21 (6.97%); There were 21 students aged 22 (7.32%); There were 7 students aged 23 (2.44%); There are 11 students aged 24 (3.83%); There was one student aged 25 (0.35%). In addition, the results of the questionnaire showed that 168 first-year students participated in the survey, accounting for 58.54%; There were 31 second grade students (10.8%); There were 56 third grade students (9.51%); There were 32 fourth grade students (11.15%).

Table 2 The result of state on learning management on Ideological and political education courses in Xinzhou Teachers University according to students' opinions.

No.	Item	Perform level		
		$\bar{X}$	S.D.	Meaning
	Curriculum			
1	This course had learning management efficiency for learners.	4.04	0.82	high
2	This course had master knowledges that suitable for Ideological and political education.	4.05	0.76	high
3	This course aimed to improve independent thinking for learners.	4.06	0.78	high
4	This course aimed to improve the ability to analyze and solve problems for learners.	4.12	0.78	high

Table 2 (cont.)

No.	Item	Perform level		
		$\bar{x}$	S.D.	Meaning
5	This course had the basic ability to engage in Ideological and political work.	3.97	0.78	high
6	This course had mastered the basic methods of document retrieval and data inquiry.	4.20	0.70	high
7	This course cultivated certain scientific research and work ability.	4.00	0.78	high
8	This course cultivated learners' world outlook on life and values.	4.31	0.67	high
9	This course had the basic theory of Marxism and professional knowledge of Ideological and political education.	4.31	0.68	high
10	This course engaged in Ideological and political work in party and government organs, schools, enterprises, and institutions.	4.14	0.76	high
	Total	4.12	0.76	high
	Instructional management			
11	Teachers could choose teaching methods that were appropriate for the level of knowledge and age of the learners.	4.18	0.70	high
12	Teachers could choose teaching methods that were appropriate for this course.	4.17	0.68	high
13	Teachers used variety of teaching methods.	4.05	0.74	high
14	Instructional management for this course had efficiency and effectiveness.	4.10	0.72	high
15	Teachers used variety of technology.	3.94	0.80	high
16	Instructional management includes formulating the teaching work plan.	4.12	0.71	high
17	Teachers clarified the teaching work objectives.	4.19	0.69	high

Table 2 (cont.)

No.	Item	Perform level		
		$\bar{X}$	S.D.	Meaning
18	Teachers ensured the instructional plan for teaching.	4.20	0.68	high
19	Teachers could teach step by step and could make learners' learning ability.	4.20	0.67	high
20	Instructional management ordered operation of teaching work.	4.21	0.68	high
21	Instructional management showed strengthen the management of teachers' teaching quality.	4.18	0.69	high
22	Instructional management could improve independent thinking for learners.	4.17	0.68	high
23	Instructional management could improve the ability to analyze and solve problems for learners.	4.18	0.67	high
	Total	4.15	0.71	high
	Instructional media			
24	Instructional media had benefits to improve independent thinking for learners.	4.10	0.72	high
25	Instructional media had benefits to improve the ability to analyze and solve problems for learners.	4.13	0.70	high
26	Instructional medias were appropriate for the level of knowledge of learners.	4.13	0.69	high
27	Instructional medias were appropriate for content and leaners.	4.16	0.65	high
28	Instructional media were relevant with the purpose of Ideological and Political education course.	4.14	0.72	high
29	Instructional media were up to date.	4.00	0.78	high
30	Instructional media had variety type such as multimedia, PPT, textbooks, teaching videos, etc.	4.23	0.66	high
	Total	4.13	0.71	high
	Measurement and evaluation			

Table 2 (cont.)

No.	Item	Perform level		
		$\bar{X}$	S.D.	Meaning
31	The measurement and evaluation evaluated on learners' learning process.	4.10	0.68	high
32	The measurement and evaluation evaluated on ideological status.	4.10	0.68	high
33	The measurement and evaluation evaluated on behavior status.	4.10	0.69	high
34	The test corresponds to the content of the course.	4.14	0.67	high
35	Tests could assess learners' knowledge well.	4.09	0.66	high
36	The measurement and evaluation were in accordance with the objectives of the course.	4.13	0.66	high
37	The measurement and evaluation had variety platform.	4.10	0.70	high
	Total	4.11	0.69	high
Total		4.13	0.71	high

Table 2 showed that the current situation of learning management consists of four parts: curriculum, instructional management, instructional media, measurement, and evaluation. The total average score of state on learning management was at high level of practice ($\bar{X}$ = 4.13; S.D. = 0.71). When considered each four parts, the total average of state on four parts were at high level with ($\bar{X}$ = 4.12, S.D. = 0.76; $\bar{X}$ = 4.15, S.D. = 0.71; $\bar{X}$ = 4.13, S.D. = 0.71; $\bar{X}$ = 4.11, S.D. = 0.69) respectively. There was still a part of content, mainly has outdated teaching media, course of conduct didn't have the ability to engaged in ideological and political work, courses do not have to cultivate the students' scientific research ability and work ability, the teachers did not use different tools and teaching methods, test and evaluate the learner's knowledge can't very well.

4.2 The analysis result of problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to 287 students' opinions as shown in table 3.

Table 3 The result of problems on learning management on Ideological and political education courses in Xinzhou Teachers University according to students' opinions.

No.	Item	Problem level		
		$\bar{x}$	S.D.	Meaning
	Curriculum			
1	This course had learning management efficiency for learners.	2.10	0.82	low
2	This course had master knowledges that suitable for Ideological and political education.	2.09	0.85	low
3	This course aimed to improve independent thinking for learners.	2.15	0.85	low
4	This course aimed to improve the ability to analyze and solve problems for learners.	2.09	0.84	low
5	This course had the basic ability to engage in Ideological and political work.	2.07	0.88	low
6	This course had mastered the basic methods of document retrieval and data inquiry.	2.14	0.90	low
7	This course cultivated certain scientific research and work ability.	2.10	0.86	low
8	This course cultivated learners' world outlook on life and values.	2.00	0.90	low
9	This course had the basic theory of Marxism and professional knowledge of Ideological and political education.	2.00	0.90	low
10	This course engaged in Ideological and political work in party and government organs, schools, enterprises, and institutions.	2.04	0.86	low
	Total	2.08	0.87	low
	Instructional management			
11	Teachers could choose teaching methods that were appropriate for the level of knowledge and age of the learners.	2.05	0.86	low

Table 2 (cont.)

No.	Item	Problem level		
		$\bar{x}$	S.D.	Meaning
12	Teachers could choose teaching methods that were appropriate for this course.	2.10	0.91	low
13	Teachers used variety of teaching methods.	2.11	0.88	low
14	Instructional management for this course had efficiency and effectiveness.	2.06	0.85	low
15	Teachers used variety of technology.	2.13	0.87	low
16	Instructional management includes formulating the teaching work plan.	2.05	0.87	low
17	Teachers clarified the teaching work objectives.	2.09	0.88	low
18	Teachers ensured the instructional plan for teaching.	2.09	0.90	low
19	Teachers could teach step by step and could make learners' learning ability.	2.08	0.86	low
20	Instructional management ordered operation of teaching work.	2.06	0.83	low
21	Instructional management showed strengthen the management of teachers' teaching quality.	2.07	0.86	low
22	Instructional management could improve independent thinking for learners.	2.08	0.87	low
23	Instructional management could improve the ability to analyze and solve problems for learners.	2.07	0.86	low
	Total	2.08	0.87	low
	Instructional media			
24	Instructional media had benefits to improve independent thinking for learners.	2.12	0.89	low
25	Instructional media had benefits to improve the ability to analyze and solve problems for learners.	2.13	0.86	low
26	Instructional medias were appropriate for the level of knowledge of learners.	2.10	0.86	low
27	Instructional medias were appropriate for content and leaners.	2.09	0.86	low

Table 2 (cont.)

No.	Item	Problem level		
		$\overline{X}$	S.D.	Meaning
28	Instructional media were relevant with the purpose of Ideological and Political education course.	2.04	0.83	low
29	Instructional media were up to date.	2.16	0.87	low
30	Instructional media had variety type such as multimedia, PPT, textbooks, teaching videos, etc.	2.05	0.87	low
	Total	2.10	0.86	low
	Measurement and evaluation			
31	The measurement and evaluation evaluated on learners' learning process.	2.14	0.88	low
32	The measurement and evaluation evaluated on ideological status.	2.14	0.89	low
33	The measurement and evaluation evaluated on behavior status.	2.15	0.89	low
34	The test corresponds to the content of the course.	2.10	0.87	low
35	Tests could assess learners' knowledge well.	2.12	0.86	low
36	The measurement and evaluation were in accordance with the objectives of the course.	2.11	0.84	low
37	The measurement and evaluation had variety platform.	2.10	0.88	low
	Total	2.12	0.88	low
Total		2.09	0.87	low

Table 3 showed that the problems of learning management consisted of four parts: curriculum, instructional management, instructional media, measurement, and evaluation. The total average score of state on learning management was at low level of practice ($\overline{X}$ = 2.09, S.D. = 0.87). When considered each four parts, the total average of state on four parts were at low level with ($\overline{X}$ = 2.08, S.D. = 0.87; $\overline{X}$ = 2.08, S.D. = 0.87; $\overline{X}$ = 2.10, S.D. = 0.86; $\overline{X}$ = 2.12, S.D. = 0.88) respectively. In the survey, it is found that there are certain problems in the four parts of learning management. This course needs to improve independent thinking for learners. Instructional management

teachers should use variety of technology. Instructional media update is not timely, outdated equipment. The method of measurement and evaluation is backward, and the thought and behavior of students are not evaluated.

4.3 The analysis result of students' suggestions on learning management on Ideological and political education courses in Xinzhou Teachers University according to 287 students' opinions.

Table 4 The suggestion to improve the style of study effectively. (Based on the opinions of 287 students)

Option	Frequency	Percentage
1. Strengthen the construction of teachers and improve teachers' class level.	251	87.46
2. Strengthen learner management and strictly enforce classroom discipline and attendance.	216	75.26
3. Learners' own quality should be strengthened.	222	77.35
4. Strengthen academic exchanges and open more elective courses and lectures.	224	78.05
5. Organize extracurricular interest groups, etc.	217	75.61

It can be seen from Table 4 that among the 287 students surveyed, 251 students believe that the way to improve the style of study should strengthen the construction of teachers and improve teachers' attendance, accounting for 87.46%; 224 students believed that academic exchanges should be strengthened and more elective courses and lectures should be held, accounting for 78.05%; 222 students thought that they should strengthen their own quality to improve the style of study, accounting for 77.35%; 217 students thought that extracurricular interest groups should be organized to improve the style of study, accounting for 75.61%; In addition, 216 students believed that student management should be strengthened and classroom discipline and attendance should be serious, accounting for 75.26%.

Table 5 The suggestion of students' preference for teaching methods adopted by teachers of Ideological and political education courses. (Based on the opinions of 287 students)

Option	Frequency	Percentage
1. Teaching according to the syllabus	166	57.84
2. Writing course papers	133	46.34
3. Interactive teaching methods such as discussion, debate, case analysis and situation setting are adopted	256	89.2
4. Carry out extracurricular learning and social practice activities	232	80.84

It can be seen from table 5 that among the 287 students surveyed, 256 students prefer teachers to use interactive teaching methods such as discussion, debate, case analysis and situation setting, with a proportion as high as 89.2%; 232 students like teachers to teach through extracurricular learning and social practice activities, accounting for 80.84%; 166 students like to teach by book according to the syllabus, accounting for 57.84%; 133 students like to learn the course by writing course papers, accounting for 46.34%.

Table 6 The suggestion for teachers should improve at present. (Based on the opinions of 287 students)

Option	Frequency	Percentage
a. Teaching level	190	66.2
b. Academic level	163	56.79
c. Academic morality	130	45.30
d. educational consciousness	151	52.61
e. Professionalism	116	40.42
f. Innovative spirit	218	75.96

It can be seen from table 6 that among the 287 students surveyed, most of them believe that teachers should improve their innovative spirit, teaching level and academic level. Among them, 218 students believed that teachers should improve their innovative spirit, accounting for 75.96%; 190 students thought that the teaching

level should be improved, accounting for 66.2%; 163 students thought that their academic level should be improved, accounting for 56.79%; 151 students thought that teachers should improve their educational level, accounting for 52.61%; 130 students believed that teachers' academic ethics should be improved, accounting for 45.3%; 116 students believed that professionalism should be improved, accounting for 40.42%.

Table 7 The students' teaching requirements for course teachers. (Based on the opinions of 287 students)

Option	Frequency	Percentage
1. Classroom discussion	217	75.61
2. Pay attention to the cultivation of innovative thinking	245	85.37
3. Be familiar with the frontier knowledge of the subject field and apply it	214	74.56
4. Be able to teach in a foreign language	80	27.87
5. Other	23	8.01

It can be seen from table 7 that most of the 287 students surveyed believe that teachers should pay attention to classroom discussion, pay attention to the cultivation of innovative thinking, and be familiar with the frontier knowledge in the subject field and apply it. Among them, 245 students thought that we should pay attention to the cultivation of innovative thinking, accounting for 85.37%; 217 students believed that classroom discussion should be paid attention to in teaching, accounting for 75.61%; 214 students thought they should be familiar with the frontier knowledge in the subject field and apply it, accounting for 74.56%; Some students believe that teachers should be able to teach in foreign languages. There are 80 students, accounting for 27.87%; A very small number of students have other requirements for teachers' teaching, accounting for 8.01%.

Table 8 The research on measures to improve ideological and Political Education.
(Based on the opinions of 287 students)

Option	Frequency	Percentage
1. Integrate theory with practice and answer the key, difficult and hot issues we are concerned about	249	86.76
2. Reduce classroom size	129	44.95
3. Adopt advanced information-based teaching methods	188	65.51
4. Strengthening practical teaching links	209	72.82
5. Reform the way of examination and evaluation	132	45.99
6. Enhance their comprehensive quality and ability	171	59.58

It can be seen from table 8 that 249 of the 287 students surveyed believe that the quality of Ideological and political education courses should be improved by "integrating theory with practice and answering the key, difficult and hot issues of concern", accounting for 86.76%; 209 students thought that practical teaching should be strengthened, accounting for 72.82%; 188 students thought that advanced information-based teaching methods should be adopted, accounting for 65.51%; 171 students believed that teaching should be improved by "enhancing their comprehensive quality and ability", accounting for 59.58%; 132 students thought that the ideological and political education curriculum should be improved by "reforming the examination and evaluating the results", accounting for 45.99%; 129 students thought that the classroom scale should be reduced, accounting for 44.95%.

Table 9 The suggestion on form of teaching content of Ideological and political education course. (Based on the opinions of 287 students)

Option	Frequency	Percentage
1. The teaching content is typical and authentic	221	77
2. The teaching content is based on the social hot issues concerned by the public, or close to the reality of College Learners' study and life.	233	81.18
3. The teaching content can be updated frequently and keep pace with the times	219	76.31
4. The teaching content should not be too theoretical	182	63.41
5. Combination of teaching content and informatization	151	52.61

It can be seen from table 9 that among the 287 students surveyed, 233 students thought that the teaching content should be based on the social hot issues concerned by the public, or close to the reality of College Students' study and life, accounting for 81.18%; 221 students thought that the teaching content should be typical and authentic, accounting for 77%; 219 students thought that the teaching content should be updated frequently and keep pace with the times, accounting for 76.31%; 182 students thought that the teaching content should not be too theoretical, accounting for 63.41%; 151 students thought that the teaching content should be combined with informatization, accounting for 52.61%.

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4.4 The analysis result of state and problem on learning management on Ideological and political education courses in Xinzhou Teachers University according to 7 teachers' opinions.

Table 10 Frequency and percentage of basic information about teachers.

	Option	Frequency	Percentage
1. Gender			
	A. men	1	14.3
	B. women	6	85.7
	Total	7	100
2. Age			
	A.20—30years old	2	28.6
	B.30—40years old	4	57.1
	C.40—50years old	1	14.3
	Total :	7	100
3. Grade			
	First grade	1	14.3
	Second grade	4	57.1
	Third grade	2	28.6
	Fourth grade	0	
	Total :	7	100
4. Teaching Experience			
	1—5 years	2	28.6
	6—10 years	4	47.1
	11—15 years	0	0
	15—20 years	1	14.3
	Total:	7	100
5. Job title:			
	A. Assistant	2	28.6
	B. Lecturer	3	42.8
	C. Associate professor	2	28.6
	Total:	7	100
6. Education background			
	A. Master's degree	5	71.4
	B. A PhD candidate	2	28.6
	C. Dr.	0	0
	Total:	7	100
7. Curriculum provision			

Table 10 (cont.)

	Option	Frequency	Percentage
	A. Reasonable	7	100
	B. Unreasonable	0	0
	Total	7	100
8.Teaching method			
	A. Reasonable	4	57.1
	B. Unreasonable	3	48.9
	Total	7	100
9. Teaching tools and media			
	A. Reasonable	5	71.4
	B. Unreasonable	2	28.6
	Total	7	100
10. Measurement and evaluation			
	A. Reasonable	5	71.4
	B. Unreasonable	2	28.6
	Total	7	100

A summary is made based on content analysis and focus group with in-depth interview according to 7 teachers' opinions. The major of Ideological and Political Education mainly sets up courses such as principles and Methods of ideological and political education, scientific socialism, political economy, Marxist Philosophy, History of Chinese Philosophy, pedagogy, and history of Ideological and political education of the Communist Party of China. In the interview, 7 teachers all think the curriculum is reasonable. Teachers mainly adopt practical teaching method, traditional teaching method, theoretical teaching method, multimedia teaching and other methods when teaching. Among the 7 teachers interviewed, 3 teachers thought the instructional management was unreasonable, and 4 thought the instructional management was reasonable. In teaching, teachers usually use PPT, projection, cases, books and other teaching tools and media. Among them, 2 teachers think teaching tools and media are unreasonable, and 5 teachers think teaching tools and media are reasonable. In terms of measurement and evaluation, the method of "daily performance and final examination" was mainly adopted. Two teachers thought that the method of measurement and evaluation was unreasonable, and five teachers thought that the method of measurement and evaluation was reasonable.

Through the interview and investigation, it is found that the major of Ideological and political education mainly offers the following courses: Principles and methods of Ideological and political education, history of Chinese philosophy, history of western philosophy, psychology, ethics, pedagogy, political theory, Marxist philosophy, introduction to Marxist political economy, introduction to scientific socialism, etc. the major courses include political theory, Marxist philosophy Introduction to Marxist political economy, etc. During the interview, the seven teachers thought that the curriculum was reasonable.

For the current teaching methods of Ideological and political education courses mainly include traditional teaching method, demonstration method and discussion method. Among the seven teachers interviewed, four teachers thought the teaching method was reasonable and three teachers thought the teaching method was unreasonable, which was mainly reflected in the slightly single teaching method, paying attention to theoretical teaching and ignoring practical teaching, which made students lack the ability of practical exercise. In view of the above problems, experiential and situational teaching can be adopted to improve students' enthusiasm and initiative for the course; Apply the method of integrating theory with practice to carry out practical teaching and improve students' creativity.

For the ideological and political education courses are mainly taught by PPT and multimedia. Among the seven teachers interviewed, two teachers thought this teaching media method was unreasonable, and five teachers thought it was reasonable. Some teachers believe that the teaching instruments and equipment are old and backward, and the teaching media used is too single. In order to change the current situation of this kind of teaching infrastructure and provide reliable teaching infrastructure for students, we should increase the investment in this kind of teaching infrastructure.

For the measurement and evaluation methods of Ideological and political education courses mainly include closed book examination and open book examination. The results include the usual performance results and final examination results. Among the seven teachers interviewed, 5 teachers think the measurement and evaluation method is reasonable, 2 teachers think the measurement and evaluation method is unreasonable, and the unreasonable part mainly includes the relatively single examination method, Lack of examination of students' comprehensive quality and ability, and do not pay attention to the improvement of students' comprehensive quality and ability. In view of this situation, we should improve the assessment and evaluation system, comprehensively assess students' abilities, and improve teaching objectives through the way of "reforming examination and evaluating results".

The following problems are found in the current learning management: the teaching method is slightly single; outdated equipment; lack of practice and practice; students' enthusiasm for learning is low; there is a heavy form of class, light effect; not combining book knowledge with reality. There is a phenomenon of seeking more

and more in class content, knowledge is too superficial; In the teaching content of the book knowledge and extracurricular knowledge and interests, and the content of the textbook and students in high school related subjects interlaced, overlapping, so that students lack freshness to the course. The examination method is relatively single, lack of examination of students' comprehensive quality and ability; Do not pay attention to the improvement of students' comprehensive quality and ability.

The solutions to these problems were as follows:

1. Combine teaching materials with PPT and other new media.

2. Combine regular scores with final exams and add essay writing as appropriate.

3. The combination of book knowledge and reality to explain.

4. Combine theory with practice, effect and form are equally important in class

5. The evaluation of ideological and political education can make use of the technical advantages of the network. The evaluator can use the digital information processing technology to carry out the terminal intelligent evaluation, which makes the evaluation of ideological and political education more flexible and rapid.

6. Teaching methods: using experiential, situational teaching, case teaching method.

4.5 To propose guidelines for Ideological and political education courses in Xinzhou Teachers University.

In view of the problems and current situation of learning management of Ideological and political education major in Xinzhou Normal University, better learning management can improve the quality of education. This paper gives practical suggestions from four aspects: curriculum, instructional management, instructional media, measurement, and evaluation.

1. Improve the curriculum and stimulate students' interest in learning. (Lin Yu, 2015) first, we should reasonably set up courses and arrange suitable courses for students according to the acceptance ability of students in each grade. The difficulty of courses leads to low learning efficiency and poor effect. Secondly, we should optimize the course selection mechanism, reasonably arrange professional courses and elective courses, and let students independently choose public compulsory courses, professional compulsory courses, public elective courses and professional elective courses.

2. Improve the quality of instructional management and promote students' autonomous learning. According to Wang Lirong' s point of view, curriculum teaching should change the original single and passive teaching method of "one-way transmission of subject knowledge", establish and form diversified teaching methods, so as to fully mobilize and give full play to students' subjectivity and enable students to study actively and with personality (Wang Lirong, 2015) therefore, the

combination of systematic teaching, discussion, teacher-student Q & A, case analysis and behavior experience can be used to strengthen the interaction between teachers and students; We can also arrange appropriate social practice activities in combination with the course content to enhance students' ability to integrate theory with practice and improve their comprehensive quality.

3. Introduce and expand instructional media and use multimedia teaching to realize modern teaching management. It is mainly reflected in investing a lot of new teaching media and equipment; Online education resources can be used to carry out online learning. Improve the teaching media facilities and update them in time.

4. Improve the measurement and evaluation mechanism and improve students' learning motivation. According to Wang Qin (2021), with the deepening of the new curriculum reform, the summative evaluation model is no longer suitable for the new educational environment, so there is the emergence of the process evaluation model (Wang Qin, 2021) therefore, we should establish an all-round assessment mechanism, pay attention to the final examination results, but also pay attention to the ideological and behavioral status of students; We should establish a variety of evaluation methods, combine self-evaluation, student mutual evaluation and teacher evaluation, and constantly update the evaluation system.

CHAPTER 5
SUMMARY, DISCUSSION, RECOMMENDATION

5.1 Summary

This study was a mixed method research design. The sample of this study was 287 students from 557 students of Ideological and political education from Marxism College in Xinzhou Teachers University which was selected through simple random sampling and 7 teachers from 54 teachers who majoring in Ideological and political education which was selected through purposive sampling. The quantitative data collected with a state and problems on learning management questionnaire and qualitative data collection through in-depth interview and focus group technic about state and problems on learning management with interview form. The research instruments were: 1) a questionnaire and 2) an interview form. Data were analyzed by content analysis, mean, and standard deviation.

The findings of the research revealed that:

1) The states in the four aspects of ideological and political education on learning management; curriculum setting; instructional management; instructional media and measurement and evaluation overall and each aspect were all at the high level with total overall mean 4.13 ($\bar{X}$ = 4.13, S.D. = 0.71). The problems in the four aspects of ideological and political education on learning management overall and each aspect were all at the low level with total overall mean 2.09 ($\bar{X}$ = 2.09, S.D. = 0.87).

2) In view of the existing problems, countermeasures and suggestions are proposed to improve the ideological and political education on learning management: First, improve the curriculum by set up courses and arrange suitable courses for students according to the suitable ability of students in each level emphasize thinking skills and theory of Marxism. Second, improve the quality of instructional management and promote students' meaningful learning and emphasize student center teaching. Third, introduce and expand instructional media and use multimedia teaching in terms of variety multimedia to realize modern teaching management for supporting 21st century skills. Fourth, improve the measurement and evaluation mechanism, use variety platform of measurement and evaluation, and use authentic assessment technic.

5.2 Discussion

Learning management should provide multiple functions, such as personal counseling, collaborative monitoring, discussion group management, troubleshooting, test paper management, homework management, achievement management and

learning progress management (Yu Shengquan & Chen Tian, 2002). According to the analysis of the practical survey results of the research on the current situation and problems of learning and management of Ideological and political education in Xinzhou Teachers University, we find that there are many problems in the current learning and management of Ideological and political education, and there are many factors affecting the learning and management of Ideological and political education. At present, the problems existing in the learning and management of Ideological and political education in Xinzhou normal university mainly include four aspects, namely, the problems existing in curriculum, teaching management, teaching media and measurement and evaluation. At present, the total average score of learning management is at a high level of practice ($\bar{X}$ = 4.13, S.D. = 0.71). The total average score and practice level of learning management problems are low ($\bar{X}$ = 2.09, S.D. = 0.87).

5.2.1 Analysis and Discussion on the state and problems of curriculum

The quality of curriculum affects the teaching effect and learning management. In terms of curriculum, the questionnaire survey found that the learning management of Ideological and political education is generally good in curriculum. At present, the average score of the current curriculum is at a high practical level ($\bar{X}$ = 4.12, S.D. = 0.76), which is specifically reflected in the following points: the curriculum has learning management efficiency for learners, the curriculum has basic knowledge suitable for ideological and political education, and can improve learners' independent thinking ability, It can improve learners' ability to analyze and solve problems, enable students to have the basic ability to engage in Ideological and political work, cultivate students' world outlook, outlook on life and values, have the basic theory of Marxism and professional knowledge of Ideological and political education, and train students to engage in the ideological and political work of Party and government organs, schools, enterprises and institutions. However, the overall average of the problems in the curriculum is at a low level ($\bar{X}$ = 2.08, S.D. = 0.87), which is mainly reflected in the following points: the curriculum cannot cultivate students' scientific research and work ability in time, nor can it enable students to master the basic methods of literature retrieval and data query in time.

5.2.2 Analysis and Discussion on the state and problems of instructional management

Instructional management is "the school manager, according to the requirements of teaching policy, teaching plan and syllabus, and according to the law of teaching work, uses these theories to reasonably combine all aspects, elements and links of teaching, and promote the normal and efficient operation of teaching work through management links such as planning, organization, inspection and summary" (Liu Ming, 1997). Through the analysis of the questionnaire survey results, it is found that the learning management of Ideological and political education is generally good

in Instructional management. At present, the average score of Instructional management is at a high practical level ($\bar{X}$ = 4.15, S.D. = 0.71), which is embodied in the following points: teachers can choose teaching methods suitable for learners' knowledge level and age; The Instructional management of this course is efficient and effective; Instructional management includes making teaching work plans, and teachers have made clear the objectives of teaching work; Teachers ensure the implementation of teaching plans; Teachers can teach step by step to improve learners' learning ability; Instructional management makes teaching work run orderly; Instructional management is embodied in strengthening the management of teachers' teaching quality; Instructional management can improve learners' independent thinking ability; Instructional management can improve learners' ability to analyze and solve problems. On the other hand, the total average score of Instructional management is at a low level ($\bar{X}$ = 2.08, S.D. = 0.87), which is mainly reflected in the following points: some students believe that teachers can not adopt a variety of teaching methods in teaching and use various teaching tools in teaching, and teachers cannot choose teaching methods suitable for this course.

      5.2.3 Discussion and Analysis on the state and problems of instructional media

      In the article "lecture notes on Ideological and moral cultivation and legal basis", Wang Na mentioned that when making ppt courseware, DV, MP3, flash, etc. should be inserted and used, and media short films and films should be used to give full play to the advantages of multimedia "sound, light, electricity", "all-round" and "three-dimensional sense", so as to make classroom teaching more intuitive and information-based; Fully mobilize students' senses, enhance intuition and objectivity, and improve the attraction and appeal of this course, so that every student can really be exposed to the most profound philosophy of life, the most appropriate life enlightenment, the most thorough life perception and the most touching life experience (Wang Na, 2019). As we all know, when teaching with well-designed teaching media, we can not only receive better teaching effect, but also improve teaching quality and efficiency. Therefore, through the analysis of the survey results, it is found that the current average score of teaching media is at a high practical level ($\bar{X}$ = 4.13, S.D. = 0.71), which is specifically reflected in the following points: instructional media is suitable for learners' knowledge level; instructional media is suitable for content and learners; instructional media is closely related to the purpose of Ideological and political education curriculum; There are many types of teaching media, such as multimedia, PPT, teaching materials, teaching videos, etc. On the other hand, the overall average score of teaching media is at a low level ($\bar{X}$ = 2.10, S.D. = 0.86), which is mainly reflected in: many students believe that teachers rarely use the latest instructional media in teaching, and many students believe that instructional media has problems in improving learners' independent thinking ability, analysis and problem-solving ability.

5.2.4 Discussion and Analysis on state and problems of measurement and evaluation

Educational measurement plays an important role in talent selection, teaching students according to their aptitude, educational evaluation, and educational research (Gu Mingyuan, 1998). Specifically, educational measurement is a quantitative measurement of students' learning ability, academic achievement, interest, morality, physical quality and many problems in educational measurement. Through investigation, research and analysis, it is found that the current average score of measurement and evaluation is at a high practical level ($\bar{X}$ = 4.11, S.D. = 0.69), which is embodied in the following points: the assessment and evaluation of learners' learning process; The examination and evaluation should correspond to the course content; Assessment can well evaluate learners' knowledge; The assessment meets the curriculum objectives; Assessment and evaluation platform with diversity; On the other hand, the total average score of measurement and evaluation problems is at a low level ($\bar{X}$ = 2.12, S.D. = 0.88), which is mainly reflected in the following points: some students believe that the assessment and evaluation method cannot well evaluate students' Ideological and behavioral status, and cannot comprehensively evaluate learners' knowledge.

5.2.5 Discussion on proposed guideline

Based on the research results of the questionnaire survey: through the questionnaire survey, it is found that the state and problems of learning and management of Ideological and political education curriculum mainly include the following aspects: the curriculum cannot cultivate students' scientific research and work ability in time, nor can it enable students to master the basic methods of literature retrieval and data query in time. Some students believe that teachers can not adopt a variety of teaching methods in teaching and use various teaching tools in teaching, and teachers cannot choose the teaching methods suitable for this course. Many students believe that teachers rarely use the latest teaching media in teaching, and many students believe that teaching media has problems in improving learners' independent thinking ability, analysis, and problem-solving ability. Some students believe that the assessment method cannot well evaluate students' Ideological and behavioral status and cannot comprehensively evaluate learners' knowledge.

Based on the research results of interview survey: through the interview survey, it is found that the state on learning management of Ideological and political education curriculum mainly has the following aspects: lack of practical exercise and practical investigation; Students' learning enthusiasm is low; There is a phenomenon of seeking more and perfection in the content of class. This teaching method makes teachers physically and mentally tired and tired, and students refuse to listen. In the teaching content, the book knowledge and extracurricular knowledge and interests are not combined, and the textbook content is staggered and overlapped with the relevant subject content of students' high school, which makes students lack freshness to the

curriculum. In the form of class, there is a heavy form and light effect. Did not combine book knowledge with reality.

To better manage the learning management of Ideological and political education courses and improve the quality of education, the proposed guideline will plan for the learning management objectives for students to learn ideological and political education courses well from four aspects: curriculum, teaching management, teaching media, measurement, and evaluation.

The design and implementation of the course should emphasize flirting and situational learning. Students experience, think and act through "heart, hand and brain" (meaning heart, hands and brain), so as to promote the combination and comprehensive improvement of knowledge, ability and attitude. The ideal situation in the future is to pay more attention to students' choices, including students' independent courses. For example, students can choose different contents of research-based learning and service learning (Li Zijian, 2017). Therefore, in terms of curriculum, schools should reasonably set up courses for all grades and majors according to the learning needs of students, so that the learning needs of all students can be respected and met. Secondly, in the process of curriculum implementation, teachers should create a loose activity environment for students and allow students to express in their own language. They should not only pay attention to classroom results, but also pay attention to students' process experience, to mobilize students' learning enthusiasm. In addition, the school should reasonably plan the course selection mechanism. The school should give corresponding guidance to students' course selection and encourage students to give full play to their autonomy and selectivity to choose the most suitable course at the beginning based on meeting the adaptation of the course to the teaching plan.

Yue Xinyun and Dong Hongjian mentioned in the article "value orientation of effective teaching and Its Enlightenment": in terms of teaching, teachers should directly consider parallel and diversified effective teaching strategies to cultivate students' core literacy, that is, adopt effective teaching oriented by scientism, constructivism, and Humanism (Yue Xinyun, Dong Hongjian, 2014). Therefore, a variety of teaching methods should be adopted in Teaching Ideological and political education. Teachers should adopt interactive teaching methods such as discussion, debate, case analysis and situation setting. Teachers should pay attention to classroom discussion in teaching. Students should not only be prepared to accept different opinions and listen to different views, but also make appropriate responses to relevant problems in time, to continuously cultivate students' critical thinking and cooperative discussion thinking.

In the article "on the learning management of vocational school students", Zhao Qingyu talked about stimulating students' interest in learning and improving students' consciousness of learning. Only by improving students' interest in learning can students learn consciously. Therefore, stimulating students' interest in learning is

an important task for teachers in the process of lesson preparation and teaching (Zhao Qingyu, 2012). Therefore, when preparing the teaching content, teachers should draw materials from the social hot issues concerned by the public, close to the reality of College Students' study and life and must meet the needs of constantly updating the teaching content and keeping pace with the times. In addition, we should actively organize extracurricular interest groups, to cultivate students' interest in learning, help students learn actively and improve the quality and efficiency of learning.

The ability to effectively obtain information is the primary skill that learners should have in the 21st century. Learners use computers, tablets, or mobile devices, etc., using videos, podcasts, web pages, web 2 0 and other 21st century media and communication tools to effectively integrate and use information to achieve the purpose of learning (Huo Jing, 2019). Therefore, in terms of teaching media facilities, schools should update teaching equipment in time, and teachers should adopt advanced information-based teaching means in teaching to improve teaching quality and efficiency through carefully designed teaching media. In addition, teachers should support and encourage students to use technology to solve problems in real life and promote the cultivation of critical and creative thinking while acquiring scientific knowledge (Huo Jing, 2019).

The assessment has changed from grade based to diversified performance based. For a long time, the examination has focused on paper and pen and objective tests, emphasizing uniformity and fairness, but the core quality involves "performance description", which is more inclined to pay equal attention to quantitative and qualitative evaluation. In the future, the judgment of enrollment and employment choice should be diversified, including unified public examination, performance evaluation, and file or profile evaluation (Li Zijian, 2017). Therefore, to improve the assessment and evaluation system, we should not only assess students' learning ability and academic achievements, but also assess students' Ideological and behavioral status. We should constantly improve the assessment methods, not only pay attention to the final examination, but also pay attention to the usual results. We should comprehensively assess the students' attendance, classroom performance, completion of daily homework, class group discussion, etc., strengthen the management of students, and improve the all-round development of students in work, life and learning.

In addition, schools should strengthen the construction of teachers and improve the level of teachers in class; Departments should strengthen academic exchanges between teachers and students and open more elective courses and lectures; Teachers should also improve their innovative spirit, teaching level and academic level. Teachers should strengthen practical teaching links and improve the quality of Ideological and political education courses by "integrating theory with practice and answering the key, difficult and hot issues of concern", to improve the level of theory and practice.

5.3 Recommendation

    5.3.1 Recommendation for implication

    1) Improve the school teaching curriculum and stimulate students' learning motivation. In terms of curriculum, schools should reasonably set up courses for all grades and majors according to the learning needs of students, so that the learning needs of all students can be respected and met. Secondly, in the process of curriculum implementation, teachers should create a loose activity environment for students and allow students to express in their own language. They should not only pay attention to classroom results, but also pay attention to students' process experience, to mobilize students' learning enthusiasm. In addition, the school should reasonably plan the course selection mechanism. The school should give corresponding guidance to students' course selection and encourage students to give full play to their autonomy and selectivity to choose the most suitable course at the beginning based on meeting the adaptation of the course to the teaching plan.

    2) Improve the quality of teaching management and promote students' autonomous learning. A variety of teaching methods should be adopted in teaching. Teachers should adopt interactive teaching methods such as discussion, debate, case analysis and situation setting. In teaching, we should pay attention to classroom discussion. Students should not only be prepared to accept different opinions and listen to different views, but also make appropriate responses to relevant problems in time, to continuously cultivate students' critical thinking and cooperative discussion thinking. Lesson preparation should be based on the social hot issues concerned by the public, close to the reality of College Students' study and life and must meet the requirements of constantly updating the teaching content and keeping pace with the times. In addition, we should actively organize extracurricular interest groups, to cultivate students' interest in learning, help students learn actively and improve the quality and efficiency of learning.

    3) Improve the examination and evaluation system and improve the level of teaching management. To improve the assessment and evaluation system, we should not only assess students' learning ability and academic achievements, but also assess students' Ideological and behavioral status. We should constantly improve the assessment methods, not only pay attention to the final examination, but also pay attention to the usual results. We should comprehensively assess the students' attendance, classroom performance, completion of daily homework, class group discussion, etc., strengthen the management of students, and improve the all-round development of students in work, life and learning.

    5.3.2 Recommendation for further research

    1) There should be study of state and problems on learning management and propose guidelines on Ideological and Political Education Courses in other institutions.

2) There should be study on the learning achievement of the learners to improve teaching and learning management to achieve maximum efficiency.

3) In reflecting the conditions and problems of teaching and learning management should have an interview or group discussion of students to know the obstacles and real problem.

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APPENDICES

APPENDIX A
THE QUESTIONNAIRE ON

Study of State and Problems on Learning Management on Ideological and Political
Education Courses in Xinzhou Teachers University

Directions:

1. This questionnaire intends to investigate the State and Problems on Learning Management of Ideological and Political Education Courses in Xinzhou Teachers University. Please choose the corresponding answer according to your objective situation. Your answer is only for data analysis and academic research. You don't have to worry about it. Just fill it out truthfully. The survey results will provide reference for improving and further improving college learners' Ideological and political education.

2. This questionnaire consists of 3 parts as follows:

Part 1: General information of the subjects

Part 2: The states and problems on learning management of Ideological and Political Education Courses in Xinzhou Teachers University.

Part 3: Suggestions for improving learning management for Ideological and Political Education Courses in Xinzhou Teachers University.

Sincerely thank you for your co-operation
Miss Dou Jiayu
Learner of master's degree (Curriculum and Instruction)

Part 1: General Information

Directions: Please mark "✓" in front of your answer and fill in the information truthfully.

1. Your gender:　　　　　☐ Male　　　　　　　　☐ Female

2. Your age: _____

3. Your level of study

　☐First year learner　　　　　☐Second year learner

　☐Third year learner　　　　　☐Fourth year learner

Part 2: The states and problems on learning management of Ideological and Political Education Courses in Xinzhou Teachers University.

Directions: Please mark "✓" into the box that corresponds to the actual condition or your opinion.

Degree of perform		Degree of problem	
5	= Always perform	5	= Very high degree of problem
4	= Usually perform	4	= high degree of problem
3	= Sometimes perform	3	= moderate degree of problem
2	= Seldom perform	2	= Low degree of problem
1	= Rarely perform	1	= Very low degree of problem

State and Problem on learning management	Degree of perform					Degree of problem				
	5	4	3	2	1	5	4	3	2	1
Curriculum										
1. This course had learning management efficiency for learners.										
2. This course had master knowledges that suitable for Ideological and political education.										
3. This course aimed to improve independent thinking for learners.										
4. This course aimed to improve the ability to analyze and solve problems for learners.										

State and Problem on learning management	Degree of perform					Degree of problem				
	5	4	3	2	1	5	4	3	2	1
5. This course had the basic ability to engage in Ideological and political work.										
6. This course had mastered the basic methods of document retrieval and data inquiry.										
7. This course cultivated certain scientific research and work ability.										
8. This course cultivated learners' world outlook on life and values.										
9. This course had the basic theory of Marxism and professional knowledge of Ideological and political education.										
10. This course engaged in Ideological and political work in party and government organs, schools, enterprises, and institutions.										
Instructional management										
11. Teachers could choose teaching methods that were appropriate for the level of knowledge and age of the learners.										

State and Problem on learning management	Degree of perform					Degree of problem				
	5	4	3	2	1	5	4	3	2	1
12. Teachers could choose teaching methods that were appropriate for this course.										
13. Teachers used variety of teaching methods.										
14. Instructional management for this course had efficiency and effectiveness.										
15. Teachers used variety of technology.										
16. Instructional management includes formulating the teaching work plan.										
17. Teachers clarified the teaching work objectives.										
18. Teachers ensured the instructional plan for teaching.										
19. Teachers could teach step by step and could make learners' learning ability.										
20. Instructional management ordered operation of teaching work.										
21. Instructional management showed strengthen the management of teachers' teaching quality.										
22. Instructional										

State and Problem on learning management	Degree of perform					Degree of problem				
	5	4	3	2	1	5	4	3	2	1
management could improve independent thinking for learners.										
23. Instructional management could improve the ability to analyze and solve problems for learners.										
Instructional media										
24. Instructional media had benefits to improve independent thinking for learners.										
25. Instructional media had benefits to improve the ability to analyze and solve problems for learners.										
26. Instructional medias were appropriate for the level of knowledge of learners.										
27.Instructional medias were appropriate for content and leaners.										
28. Instructional media were relevant with the purpose of Ideological and Political education course.										
29. Instructional media were up to date.										
30. Instructional media had variety type such as multimedia, PPT, textbooks,										

State and Problem on learning management teaching videos, etc.	Degree of perform					Degree of problem				
	5	4	3	2	1	5	4	3	2	1
Measurement and evaluation										
31. The measurement and evaluation evaluated on learners' learning process.										
32. The measurement and evaluation evaluated on ideological status.										
33. The measurement and evaluation evaluated on behavior status.										
34. The test corresponds to the content of the course.										
35. Tests could assess learners' knowledge well.										
36. The measurement and evaluation were in accordance with the objectives of the course.										
37. The measurement and evaluation had variety platform.										

Part 3: Suggestions for improving learning management for Ideological and Political Education Courses in Xinzhou Teachers University.

Directions: Please state your opinions and suggestions for further development of Ideological and Political Education Courses in Xinzhou Teachers University.

1. What ways do you think can effectively improve the style of study? (Multiple choices)

   □ a. Strengthen the construction of teachers and improve teachers' class level

   □ b. Strengthen learner management and strictly enforce classroom discipline and attendance

   □ c. Learners' own quality should be strengthened

   □ d. Strengthen academic exchanges and open more elective courses and lectures

   □ e. Organize extracurricular interest groups, etc

2. What kind of teaching methods do you like for ideological and political education courses? (Multiple choices)

   □ a. Teaching according to the syllabus

   □ b. Writing course papers

   □ c. Interactive teaching methods such as discussion, debate, case analysis and situation setting are adopted

   □ d. Carry out extracurricular learning and social practice activities

3. What do you think teachers should improve at present? (Multiple choices)

   □ a. Teaching level

   □ b. Academic level

   □ c. Academic morality

   □ d. educational consciousness

   □ e. Professionalism

   □ f. Innovative spirit

4. Your teaching requirements for course teachers: (multiple choices)

   □ a. Classroom discussion

   □ b. Pay attention to the cultivation of innovative thinking

   □ c. Be familiar with the frontier knowledge of the subject field and apply it

   □ d. Be able to teach in a foreign language

   □ e. Other

5. What do you think are the urgent measures to improve the ideological and political education course? (Multiple choices)

   □ a. Integrate theory with practice and answer the key, difficult and hot issues we are concerned about

   □ b. Reduce classroom size

   □ c. Adopt advanced information-based teaching methods

   □ d. Strengthening practical teaching links

   □ e. Reform the way of examination and evaluation

□ f. Enhance their comprehensive quality and ability

6. What is the teaching content of the ideological and political education course you want? (Multiple choices)

□ a. The teaching content is typical and authentic

□ b. The teaching content is based on the social hot issues concerned by the public, or close to the reality of College Learners' study and life.

□ c. The teaching content can be updated frequently and keep pace with the times

□ d. The teaching content should not be too theoretical

□ e. Combination of teaching content and informatization

7. Suggestions for further development on curriculum factor.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

8. Suggestions for further development on instructional management factor.

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…………………………………………………………………………………………
…………………………………………………………………………………………

9. Suggestions for further development on instructional media factor.

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…………………………………………………………………………………………

10. Suggestions for further development on measurement and evaluation factor.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

APPENDIX B
THE INTERVIEW ON

Study of State and Problems on Learning Management on Ideological and Political
Education Courses in Xinzhou Teachers University

Directions:

This interview form intends to investigate the State and Problems on Learning
Management of Ideological and Political Education Courses in Xinzhou Teachers
University. Your answer is only for data analysis and academic research. You don't
have to worry about it. The survey results will provide reference for improving and
further improving college learners' Ideological and political education.

Sincerely thank you for your co-operation
Miss Dou Jiayu
Learner of master's degree (Curriculum and Instruction)
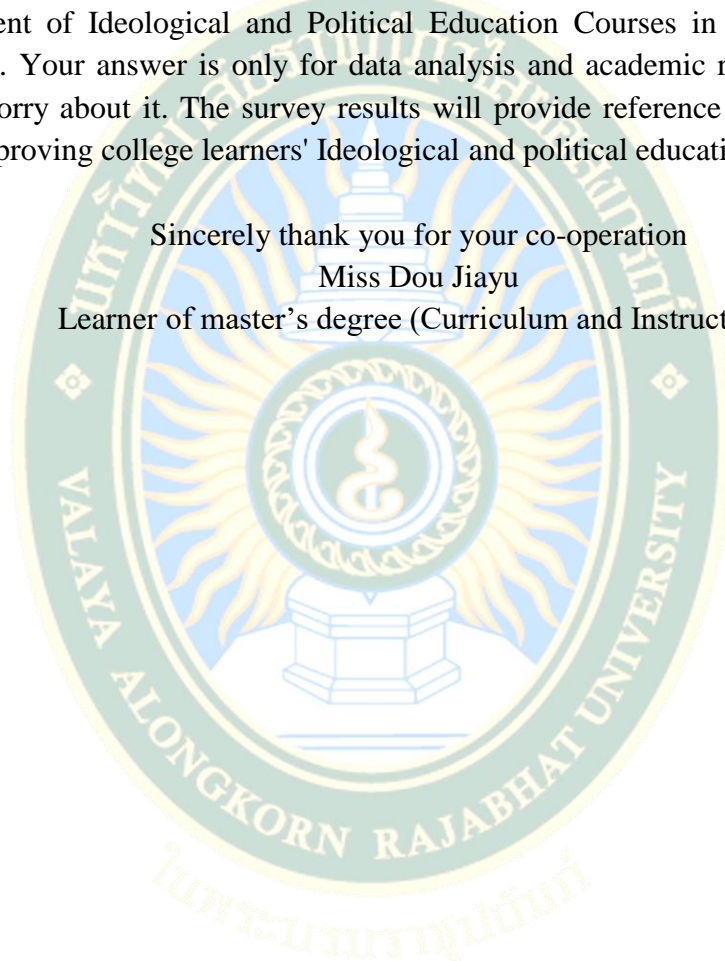
1. Your gender:

....
....

2. Your nationality:

....
....

3.Your age:

....
....

4. Your grade / grade of the learners you teach:

....
....

5. How many years of experience in teaching?

....
....

6. What is your job position?

....
....

7. Highest degree obtained

....
....
....

8. What is the curriculum of Ideological and political education? What are the main courses?

....
....

9. Do you think the above curriculum is reasonable and has any problem?

....
....

10. What teaching methods are mainly used in the course?

....
....

11. Do you think the teaching methods are reasonable and has any problem?

....
....

12. What teaching tools and media are mainly used in the teaching process?

....
....

13. Do you think the teaching tools and media are reasonable and has any problem?

....
....
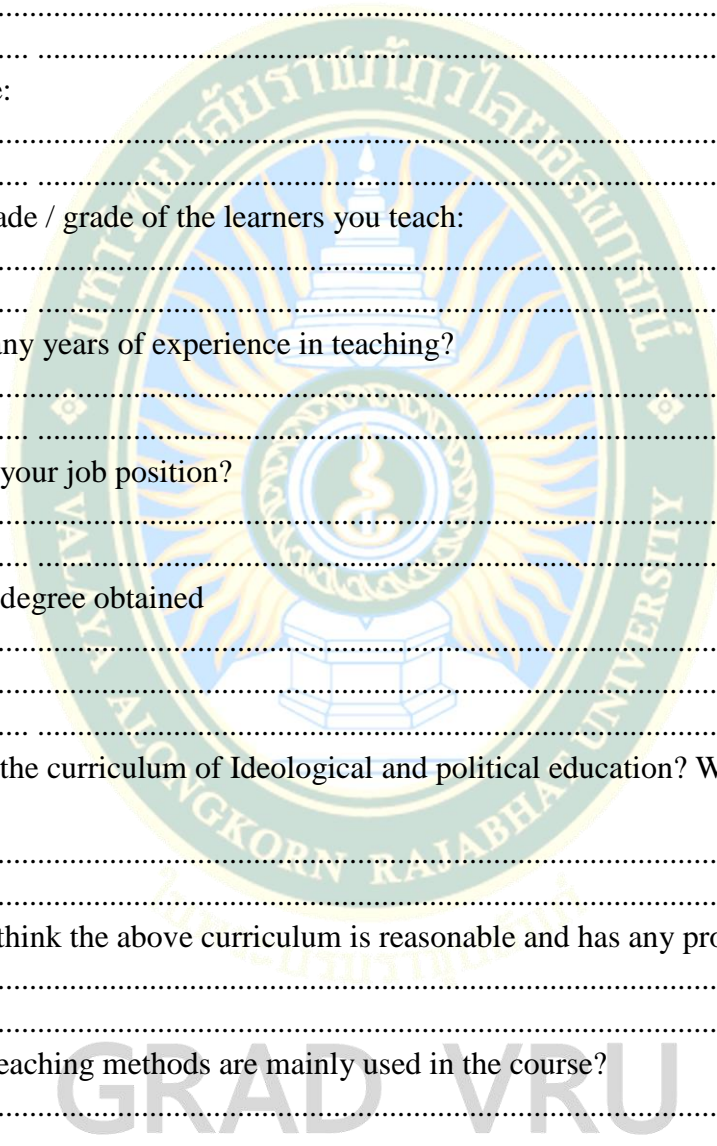
14. What are the evaluation methods of the ideological and political education courses you brought?

....

....

15. Do you think evaluation methods are reasonable and has any problem?

....

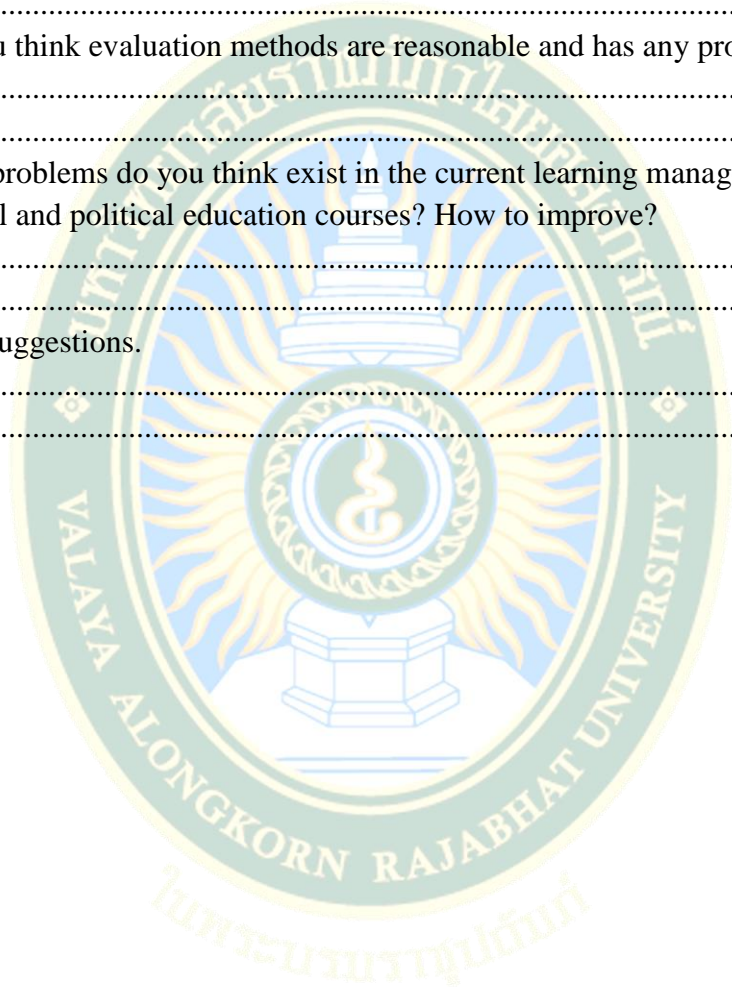...

16. What problems do you think exist in the current learning management of Ideological and political education courses? How to improve?

....

....

17.Other suggestions.

....

....

CURRICULUM VITAE

NAME   Miss.Dou Jiayu

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INSTITUTIONS   Valaya Alongkorn Rajabhat University under the Royal
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