

Propose the "2 Classrooms, 3 Synergies and 4 Systems" Teaching Reform Model for the Ideological Political Education in Healthcare Management Majors

Aiping Wei^{1,2}

¹Zhejiang Yuexiu University, No.428 Kuaiji Road, Yue Cheng District, Shaoxing, Zhejiang, 312000, China

²Philippine Christian University Center for International Education, Malate, Manila City, Metro Manila, 1004, Philippines

Abstract: As the central work of the Ministry of Education to implement the education concept of "building moral character", all disciplines are required to reflect this function, the traditional teaching mode of ideological and political education is relatively single, staying at the level of awareness link, there is still a gap with the all-round teaching concept of ideological and political education, based on this, this paper relies on the provincial teaching simulation center, virtual reality (VR), AR and other digital education technologies, focus on building a digital training space for healthcare management major, several virtual simulation projects, as well as virtual operation of on-campus simulation center and companies, off-campus internship bases, second classrooms, etc.. Based on the OBE concept, combine reality and virtualization, to build a teaching reform system for healthcare management major. The teaching reform system is carried on many aspects, including content, form, method, assessment and evaluation, and implementation pathways, provided process guarantee for the internalization of the ideological and political education, truly transformed theoretical knowledge and skills into students' spiritual wealth, improved students' ideological and political literacy and practical application ability, and formed a new ideological and political pattern.

Keywords: Virtual reality, Ideological Political Education, Healthcare Management Major, Teaching Reform Model.

1. Introduction

In July 2021, the policies on Strengthening and Improving Ideological and Political Work in a New Era, issued by the Central Committee of the Communist Party of China and the State Council, clearly pointed out that ideological and political work is the tradition, distinctive feature and outstanding political advantage, and is the lifeline of all work. Ideological and political education has always been located in the important position of "lifeline" in the cultivation of talents in higher education in China, plays a political guarantee role and clearly answers the fundamental question of "what kind of people to train, how to train people and for whom to train people".

2. The Significance of the Research on the Teaching Reform

Since the Ministry of Education (MOE) launched the "Six Excellence and One Excellence" plan 2.0 in 2018, the construction of the new liberal arts has attracted widespread attention and has been developed rapidly. In the liberal arts system, how should business majors, which occupies an important proportion, actively explore the new mode of combining modern education technology with business teaching under the background of the new liberal arts construction and driven by the continuous development of modern education technology, to adapt and seek changes, which has become an important issue for business majors to transform and upgrade and gain new life. Under the background of digital leading, combination of virtualization and reality, it is important to explore the integration of ideological and political elements into the teaching reform of the new business majors, especially in healthcare management major.

2.1. Implement the MOE's Educational Philosophy of "Building up Moral Character" and Cultivate Talents for the Modern Economic Paradigm

In the era of digital economy, the new business majors' simple knowledge transfer type training process, standardized and batched type talent training mode can no longer adapt to the new economic form, the economic form of talent service, product form, the positioning of teaching and learning, teaching expectations, educational governance system, talent training objectives and other aspects changes, the new business majors' talent training model should change to inspiring teaching and heuristic teaching, pay attention to the ideological and political awareness, professional knowledge and comprehensive quality and ability cultivation in the talent training system, expand students' vision and ability, enrich students' social experience and experience, and fully implement the education concept of "building up moral character".

2.2. Improve the Quality and Effectiveness of Classroom Teaching

Professional teachers should explore the connotation of "moral education" in the professional courses when designing the teaching of ideological and political science, carefully sort out and explore the explicit and implicit ideological and political science elements embedded in the professional courses, enrich the teaching contents, improve the assessment and evaluation methods, teach professional knowledge and at the same time, integrate ideological and political Science education, guide students to realize the importance and value of learning, and form the internal drive to work hard. The students will be guided to realize the importance and value of learning, and form the internal drive to be diligent and

hardworking, thus improving the quality and effectiveness of teaching in professional courses.

2.3. Improve Students' Critical Thinking Skills

Ideological and political education can help students internalizing external institutional constraints into true inner independence, enhancing integrity, and improving their state of mind, thereby preventing occupational risk, strengthening the effectiveness of internal controls, and improving their critical thinking skills.

2.4. Based on Modern Education Technology, Match University Supply with Industry Needs to Enhance Students' Ideological, Political and Vocational Literacy Throughout

Based on modern education technology, we expand the content, form, scenario, platform, assessment and evaluation, and implementation path of the ideological and political elements in core courses, integrate various resources and collaborate with multiple parties to make the ideological and political elements a part that students "truly enjoy, benefit from and remember throughout their lives", and realize the full range of functions with people.

3. Current Situation of Teaching Reform in Healthcare Management Major

According to the author's preliminary research on the current situation of ideological and political education in similar colleges and universities in China and Zhejiang Province, most colleges and universities have the problem of over-simplification and linearization of ideological and political education, and the College of Marxism mainly serves this function, and there is "fragmentation" and "islanding" of ideological and political education in colleges and universities. "The College of Marxism is mainly responsible for this function.

3.1. Teaching of Business Majors Emphasizes on Professional Courses and Ignores Ideological and Political Education

The cultivation of talents in business majors especially healthcare management major emphasizes skills and practical exercises, weakens ideological and political education, and the cultivation process should change from simple knowledge and skills transfer to heuristic teaching, focusing on the personal quality and moral quality improvement of students in the talent cultivation system.

3.2. Harsh disciplinary Barriers and Lack of Enthusiasm for Ideological and Political Education in Professional Courses

Due to the lack of understanding of "ideological and political elements", some teachers and researchers always think that ideological and political education is only the task of "ideological and political courses". Most professional teachers' self-orientation is mainly focused on teaching professional knowledge, teaching professional skills, and cultivating professionalism, and their enthusiasm and enthusiasm for ideological and political in the curriculum are generally low and lacking, and classroom teaching is less

integrated with the elements of ideological and political in the curriculum, and the content of teaching ideological and political in the curriculum is not sufficiently explored, and the connection with the content of professional courses is rigid, and the "curriculum" and "ideological and political" are disconnected. The disconnection between "ideological and political course" and "ideological and political elements" eventually leads to a certain degree of separation between "ideological and political elements" and "ideological and political course".

3.3. The Content, Forms, Assessment and Evaluation, Implementation Pathways of Ideological and Political Education Needs to be Further Improved

Based on the author's preliminary research on the implementation of ideological and political education in universities, it is found that although all universities are promoting ideological and political education, the degree of enthusiasm and participation of professional teachers, the integration of ideological and political education elements, the form of realization, the implementation path, the degree of integration of ideological and political education reform and each professional talent training need to be further improved, the general lack of a comprehensive and diversified ideological and political education evaluation system, the participation of professional teachers in the second classroom, the enthusiasm and extent of the second classroom course ideological and political education need to be improved.

3.4. Students Neglect Ideological and Political Education and Pursue Professional Skills

Employers, out of the pursuit of economic benefits, are more concerned about whether students' professional skills can be transformed into real productivity, and in the recruitment of employers, the most important thing is students' academic performance and professional skills, plus the fact that ideological and political literacy is difficult to quantify and assess in recruitment, and most enterprises do not design such criteria in recruitment. As a result, a considerable number of students unilaterally pursue professional skills in order to find the job, thus neglect their own ideological and moral construction.

4. Research Methodology and Process

4.1. Research Methodology

Firstly, through research, we grasp the basic situation of ideological and political education in the healthcare management majors in Zhejiang Province. A comparative study of the implementation of ideological and political education in various institutions and majors is conducted to draw strengths. Through the implementation of ideological and political education teaching, the use of three-dimensional new business professional cultural resources, and the development of second classroom activities, we observe and analyze the behavioral changes of students, so as to evaluate the effectiveness of classroom ideological and political education. Systematic implementation of the curriculum ideological and political education reform, summarize the problems encountered in the practice of curriculum ideological and political education reform, the methods of

solving them and the lessons learned, and refine the methods and conclusions that are in line with the laws of education and teaching.

4.2. Research Process

Gathering teachers with rich experience in ideological and political education in healthcare management majors to form a research group, conduct surveys, collect the current situation in Zhejiang Province, classify professional courses according to different attributes of the courses, and clarify the division of labor among teachers, determine the leader of the course reform team, select some professional core courses of healthcare management majors to take the lead in carrying out ideological and political teaching design; take the enhancement of students, organize students to carry out debates, competitions and other activities with the core of improving students' professional ethics and professionalism, and carry out the construction of professional courses' thinking and politics resources, digital training space of exhibition economy and management, digital training space of hotel management, virtual operation of on-campus hotel and exhibition company environment; organize and carry out the second and third batches of professional courses' curriculum thinking and politics teaching design one after another, further enrich the second classroom activities and improve the We will observe and analyze the behavioral changes of students, regularly collect feedback and evaluation of students' teaching reform, evaluate the effect of classroom ideological and political education, and summarize the reform results, and build the teaching reform model of "two classrooms, three synergies and four systems" of ideological and political education in healthcare management major. The model will be promoted and applied in similar institutions.

5. Strategies for Ideological and Political Teaching Reforming in Healthcare Management Majors

5.1. Improve the Effectiveness of Ideological and Political Teaching

Combining the actual situation of the healthcare management majors and the demands of the industry talents, through the classroom teaching of "multiple scenes, multiple means and multiple forms", the ideological and political elements is skillfully integrated into the classroom teaching to realize the organic integration of the professional classroom teaching and ideological and political education, avoid the rigid teaching of the ideological and political elements, and improve the effectiveness of the ideological and political teaching in professional courses.

5.2. Design the Second Classroom Activities through the Main Line of Ideological and Political Education

The second classroom education is flexible and it has a special role in nurturing people. Among the many second classroom activities, we should consciously run through the

main line of nurturing people, such as subject competitions, social practice, debates, knowledge competitions, speeches and other second classroom activities around professional ethics and professionalism in industry, so as to extend ideological and political education from the first classroom to the second classroom, complementing classroom ideological and political education and forming a synergy of ideological and political education.

5.3. Enhancing Ideological and Political Teaching Skills of Professional Teachers

The professional teachers are the main body for implementing classroom ideological and political education. Through strengthening the professional teachers' awareness of educating people, enhancing the study of professional teachers' political theory, and improving the mechanism for cultivating professional teachers' ideological and political teaching ability, we will improve teachers' classroom ideological and political teaching ability and take up the mission of educating people through the main channel of the classroom.

5.4. Two Classrooms Working in the Same Direction to Build a Collaborative Education Curriculum Ecosystem

The change of paradigm from the first classroom to the second classroom of ideological and political education is a change of the nature of nurturing people in Chinese higher education, which indicates that the ideological and political education in colleges and universities has moved from a single "small ideological and political education" to a joint and collaborative "big ideological and political education". In the new era, the work of ideological and political education in colleges and universities requires re-examining and designing the content and paradigm of collaborative education under the general pattern of ideological orientation and moral education, and reconstructing the professional course ecosystem of large ideological and political education. The curriculum of the second classroom is extended to the second classroom, and the deep integration and synergy of education objectives are achieved through the cultural inculcation of the healthcare management major and the design of the second classroom activities. The two classrooms can help students update their knowledge institutions, build knowledge systems and improve their abilities.

6. Propose the "2 Classrooms, 3 Synergies and 4 Systems" Teaching Reform Model

This paper relies on digital modern education technology, digital training space, virtual simulation project, virtual operation of on-campus company, online and offline combination, off-campus practice teaching base, second classroom, etc., to build "2 classrooms, 3 synergies and 4 systems" of "2, 3, 4 Teaching reform model". The specific research contents are as follows.

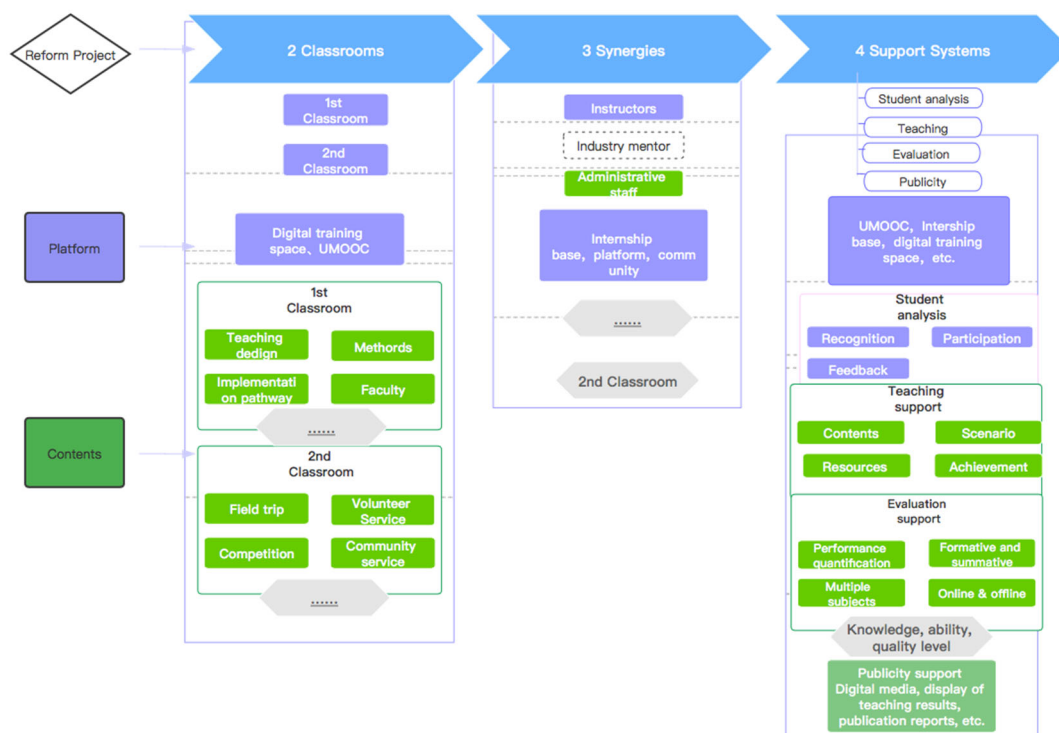


Figure 1. "2 Classrooms, 3 Synergies and 4 Systems" Teaching Reform Model for Ideological Political Education

6.1. "2 Classrooms" - First Classroom, Second Classroom

The "two classrooms" mainly include the first classroom teaching of professional courses and the second classroom extra-curricular practical activities. The first classroom is mainly the teaching of professional courses, which mainly includes the teaching materials, teaching content design, teaching means, forms, implementation paths, assessment and evaluation of the course ideological and political elements, which can be carried out based on digital modern teaching technology means, relying on the UMOOC online platform, building the ideological and political teaching resource library, carrying out quizzes based on the online teaching platform, online question and answer, group discussion, homework feedback, teacher-student and student-student interactive communication, etc., to cultivate students' initiative and enthusiasm and improve learning effectiveness.

The second classroom is generally managed and promoted by the university committee in domestic colleges and universities, involving students' credit recognition and standardized management, specifically implemented by the counselors of the second-level colleges, including practical internship, voluntary public welfare, skills and specialties, innovation and entrepreneurship modules, and generally speaking, the integration with professional teaching is not high. If we can invite professional teachers to participate, broaden the vision and channels, enrich the form and content of the second classroom, and organically integrate with professional teaching, especially professional cognitive internship, professional/graduation internship, winter and summer social practice, regular community service, public welfare and volunteer activities, etc., to integrate professional learning with industry development. We will integrate what we learn with the development of the industry, such as discipline competition, innovation and entrepreneurship projects, lead students to industry cognitive internship, invite

industry experts to conduct graduation thesis, competition and project guidance, conduct research and seek solutions to the actual problems in the industry, gradually cultivate students' labor education literacy and ability, strengthen their will and determination to serve the society, grow in practice and improve in growth. Establish moral education and promote the all-round development of contemporary college students.

Healthcare management majors should build a platform for communication between professional teachers, industry mentors, academic administrators and students, such as UMOOC, alumni state, etc., to encourage and motivate all parties to collaborate and participate in the second classroom activities, radiating professional cognitive internship, practical teaching sessions, club activities, volunteer activities, disciplinary competitions, entrepreneurial and entrepreneurial practices, etc., to guide and cultivate from professional knowledge, professional culture and value orientation. In addition to teaching students professional knowledge and skills, we also teach them to be human beings, to get along with others, to cooperate with others and to live together with others, to enhance students' sense of participation, to improve the effectiveness of teaching, and to form a more optimal pattern in ideological and political education.

6.2. "3 Synergies" - a Synergy between Professional Teachers, Industry Mentors, and Administrators

The "three synergies" are mainly the construction of on-campus professional course instructors, student staff (counselors and teaching administrators of each major), and off-campus industry mentors. The establishment of the healthcare management major industry tutor database, on-campus professional teachers, industry tutors, academic staff and administrative staff collaborative education, can be reflected in the students' professional cognitive internship,

professional internship, social practice, graduation internship, graduation thesis, discipline competition and students' innovation and entrepreneurship research projects, highlight the whole process of college students' ideological and political education and all-round, highlight the ideological and political education "all the time, everywhere, everyone can learn". The university has been able to provide students with the opportunity to learn at all times, everywhere and for all, and to form a large ideological and political pattern.

6.3. "4 Systems" - Four Major Support Systems: Learning, Teaching, Assessment and Evaluation, and Publicity Support

The "four systems" mainly refer to the "four support systems" for the teaching of ideological and political education, including students support, teaching support, assessment and evaluation support, and publicity support. Based on the concept of OBE teaching and learning, we use the platforms of "UMOOC", alumni state and cloud classroom to conduct questionnaire survey to analyze students' knowledge, participation, evaluation and suggestions on course thinking and government, and carry out teacher-student communication in many aspects, means and forms to understand students. The system of "teaching support" includes The "teaching support" system includes the effective integration of the content, form, methods and means, scenes, teachers' team, etc. of the first classroom course ideological and political teaching with the second classroom, as well as relevant teaching results and case materials, constantly updating and expanding the industry ideological and political education resources, and building and improving the teaching resource library.

Establish a dynamic and diversified system for evaluating the ideological and political education. At the teacher level, the concept of "moral education" is always implemented, the entire curriculum designing, classroom teaching, teaching quality and other aspects.

Through student evaluation, student symposium, peer evaluation, supervisor evaluation, etc., the effectiveness of ideological and political teaching assessment; the participation of professional teachers in ideological and political teaching, the number of projects, results, effectiveness, etc. as a hard index, quantified to the teachers' annual performance assessment, evaluation of awards and merits, etc., actively encourage teachers to participate in the declaration of ideological and political teaching cases, projects, etc., and include them in the evaluation of teachers' titles and promotion necessary conditions.

At the student level, the first is the reforming of evaluation standards. The traditional evaluation criteria, which mainly target knowledge mastery and skill attainment, are broken down and a comprehensive evaluation that includes knowledge, ability and professionalism is implemented in line with industry standards. The evaluation content is enriched through practical projects such as "large-scale event design and hosting", "company management revenue performance" and "industry internship" to stimulate students' motivation to participate in practice independently. Implement multiple evaluation subjects combining teachers, industrial instructors and students themselves. Combined with modern information technology, online and offline combine to monitor students' practice process in real time and

guarantee the authenticity and real time of teaching evaluation data.

"Publicity support" makes full use of the College, departmental majors, community WeChat public websites and relevant new media. Create an atmosphere of online and offline hybrid curriculum ideological and political classroom teaching reform to enhance the consensus of teachers and students on curriculum ideological and political education. At the teacher level, organize various workshops, lectures, trainings, teaching design competitions, etc., organize and summarize the outstanding teachers' curriculum thinking and politics teaching cases, publicize them as excellent experiences on and off campus new media, report them, set up examples, commend and evaluate them, form a wind vane, carry out curriculum thinking and politics themed teacher training, workshops, study camps, etc., mobilize the enthusiasm of curriculum thinking and politics teaching reform among teachers of various disciplines and majors, and mobilize the enthusiasm of curriculum thinking and politics teaching reform. Involve all teachers to jointly promote the reform and research of curriculum thinking and politics teaching.

7. Conclude

In this paper, we take ideological and political education in healthcare management majors as the research object, rely on digital modern education technology, digital training space, virtual simulation project, virtual operation of on-campus company, online and offline combination, off-campus practice teaching base, second classroom, etc., to build "two classrooms, three synergies and four systems" teaching reform model, with a view to solve the problems in ideological and political teaching, such as the lack of enthusiasm for ideological and political teaching, the content, form, means, assessment and evaluation of the curriculum and the implementation path to be further improved, and the students' neglect of ideological and political education and the pursuit of professional technology. Excellent experience in the teaching reform of the ideological and political education in new business majors, and further promote the application tactics.

References

- [1] Tao Dan. Research on the mechanism of the community of ideological and political education, ideological and political elements and second classroom education [J]. Journal of Shanxi Youth Vocational College, 2021, 34(04).
- [2] Gao Yarong. The dilemma and relief of ideological and political education in higher education--Thoughts based on Hume's theory of the "fact-value divide"[J]. Journal of Hebei Radio and Television University, 2022, 27(01).
- [3] QI Zhanyong, YANG Chang, LIANG Ying. The logic of action, realistic challenges and practical paths of ideological and political education in university curriculum under the perspective of community[J]. Journal of Henan University of Technology (Social Science Edition), 2022, 38(02).
- [4] Wang Y, Du Y. The connotation, extension and characteristics of the new business discipline in the context of the construction of new liberal arts again[J]. Business Economics, 2021(07).
- [5] Fu Wenjun. The Academic Exploration of "ideological and political education": A Research Review [J]. Lanzhou Journal, 2022(03).