



THE SATISFACTION OF ONLINE IDEOLOGICAL AND POLITICAL
COURSES AT SHANXI PROVINCE UNIVERSITIES IN THE CONTEXT
OF A PANDEMIC

BY
LIJUAN WANG

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)

SOUTHEAST ASIA UNIVERSITY

ACADEMIC YEAR 2022

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Independent Study Title	The satisfaction of online ideological and political courses at Shanxi Province universities in the context of a pandemic
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Program	Master of Education in Educational Administration (International Program)
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Abstract

This research aims to explore effective countermeasures to improve the effect of online teaching of ideological and political science classes. This paper conducted a questionnaire survey on 650 college students in Y University in Taiyuan, Shanxi Province to understand the status of online teaching of ideological and political science classes during the epidemic prevention and control, and used SPSS20.0 to analyze the data. It was found that during the epidemic prevention and control period, the online teaching of ideological and political science courses in colleges and universities had problems such as low efficiency of online learning by college students, single way of online teaching by teachers and poor experience of online teaching platform. In response to these problems, this paper makes an in-depth analysis from three aspects: weak awareness of self-education and management among college students, lack of online teaching experience among teachers, and insufficient investment in teaching information construction by schools. Finally, in view of the problems and causes of online teaching of ideological and political courses in colleges and universities during the epidemic prevention and control period, this paper puts forward countermeasures from four aspects: first, giving full play to the platform function; second, establishing strong technical support; third, reforming teaching contents; and fourth, optimizing the teaching process.

Keywords: Epidemic prevention, Ideological course, Online teaching.

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Chapter 1

Introduction

1.1 Statements of the Research Problem

1.1.1 Background of the study

In early 2023, the Chinese government announced the inclusion of NCCP in the "Category B" category, marking the beginning of a new phase in the three-year-old NCCP epidemic that had swept the world. In retrospect, the three-year outbreak of NCCP swept through the world with unprecedented momentum, disrupting the productive lives of people around the world. For three years, many colleges and universities in China began a three-year-long online teaching schedule to ensure normal teaching and learning. At the beginning of the epidemic, China's Ministry of Education made the arrangement of "stopping classes without teaching and listening to classes without learning", emphasizing that during the epidemic prevention and control period, a multi-pronged approach should be taken to ensure that universities carry out online education work as scheduled. As an important part of university education, the development of online ideological and political education (hereinafter referred to as "Civics") has posed a great challenge to both teachers and students.

In the spring of 2020, the sudden outbreak of the new coronavirus pneumonia disrupted the teaching plans of schools at all levels, prompting the transformation of "Internet + education" from planning, exploration and experimentation to large-scale online teaching practice, with online teaching rapidly spreading. In February 2022, the Ministry of Education issued the "Guidance on the Organization and Management of Online Teaching in General Higher Education Schools during the Epidemic Prevention and Control Period by the Office of the Leading Group of the Ministry of Education's Response to the New Coronavirus Infection Pneumonia Epidemic", and more than 24,000 online courses, including 1,291 national high-

quality online open courses and 401 national virtual simulation realization courses, were opened for free nationwide, with a total of 24,000 courses chosen by universities. Choose to use. According to statistics, most of the teaching tasks of schools of all levels and types nationwide are successfully completed on various online teaching platforms, and the opening rate of universities nationwide reaches 91%.

On March 18, 2019, Xi Jinping proposed in his speech at the symposium for teachers of ideological and political theory courses in schools that the ideological and political work of colleges and universities is related to the fundamental issue of what kind of people they train, how to train people and for whom to train people. The government of the People's Republic of China (PRC), the Ministry of Education (MOE), the Central Propaganda Department (CPD), the Central Information Office (CIO), the Ministry of Education (MOE), the Ministry of Education (MOE), the Ministry of Education (MOE), the Ministry of Education (MOE), the Ministry of Education (MOE), the Ministry of Education (MOE), the Ministry of Education (MOE), the Ministry of Education (MOE) and the Ministry of Education (MOE). The Ministry of Education, the Central Propaganda Department, the Central Internet Information Office and other ten departments issued the "work plan to comprehensively promote the construction of the "big thinking course", requiring the full mobilization of all social forces and resources, the construction of "big classroom", build "big platform ", build a "big teacher", the construction of the national university thinking class teaching and research system, set up a number of practice teaching base, launch a number of high-quality teaching resources, do a number of brand demonstration activities, support the construction of comprehensive reform pilot area.

1.1.2 Problem statement

The teaching work carried out during the epidemic has enabled teachers and students to become familiar with more teaching platforms, such as TEAM, Tencent Classroom, Nail, QQ Group Classroom and Rain Classroom. Teachers can use these online teaching platforms to transmit knowledge to students remotely in various forms, such as live streaming, voice messages, and micro-video answers, to expand

teaching content, and to make it easier and faster for teachers and students to communicate with each other using interactive teaching software such as documents and electronic whiteboards, making the whole teaching process more interactive and allowing teachers and students to enjoy the feeling of face-to-face communication without leaving home. But what is the effect of teaching? But what is the effect of teaching? The recognition of students in online classes is a question we should think about.

Online teaching has a huge amount of rich teaching resources, Civics classroom should always pay attention to political news and social hotspots, whether the teacher's online teaching method can satisfy students and achieve good learning effect is the key content of this thesis research.

This thesis focuses on three issues.

How satisfied are students with the online Civics course?

What are the problems of online teaching of college Civics in the context of epidemic prevention and control?

What are the countermeasures to strengthen the online teaching of college Civics?

1.2 Statements of the Research Problem

(1) The rapid development of online teaching, originally as an emergency move, will be further fully integrated with school teaching in the next step, and will continue to play a role in daily teaching work. Therefore, the survey of students' satisfaction with online courses is a positive contribution to further improving online teaching and promoting the development of online teaching.

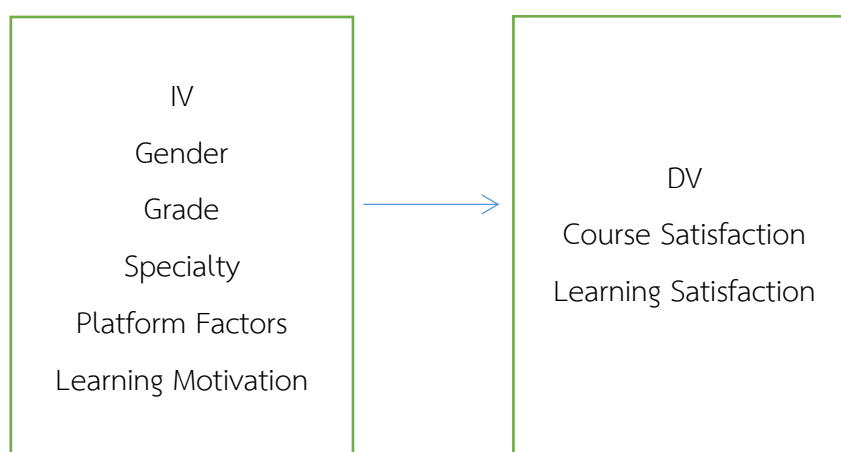
(2) To explore the problems of online teaching in Civics during the epidemic and provide strategies to address them.

(3) Exploring teaching methods and enriching education forms of Civics and Political Science classes in the post-epidemic era.

1.3 Conceptual Framework

IV: Independent variables were gender, grade, major, platform factor, and motivation to learn

DV: The dependent variables are course satisfaction, learning satisfaction



1.4 The Research hypothesis

Hypothesis 1: Gender of college students has a significant effect on satisfaction with online courses in Civics during epidemic prevention and control.

Hypothesis 2: Grade level has a significant effect on satisfaction with online teaching in Civics during epidemic prevention and control.

Hypothesis 3: There is a significant effect of major on satisfaction with online teaching of Civics during epidemic prevention and control.

Hypothesis 4: The type of learning platform has a significant effect with online satisfaction in Civics during epidemic prevention and control.

Hypothesis 5: College students' motivation to learn has a significant effect on satisfaction with online teaching in Civics during epidemic prevention and control.

1.5 The Scope and limitations of the study

(1) Scope of the research object

In this thesis, a questionnaire survey was conducted on 650 students from double-class university y schools in Taiyuan, Shanxi Province, 650 questionnaires were distributed and 590 were returned.

(2) Regional scope

This study was conducted at Y University of Taiyuan and included students of all disciplines in all years of freshman, sophomore, and junior years.

(3) Scope of content

The purpose of this study is to understand the satisfaction level of online Civics courses among college students in school. The study includes the effects of gender, grade, major, learning platform and learning motivation on the satisfaction level of online Civics courses. College students' satisfaction with online teaching and learning outcomes of Civics and Political Science classes are the key elements of this study.

(4) Research time

August 2022 to December 2022

1.6 Terminology

1.6.1 Civics class

Ideological and political science course is short for ideological and political education elements, including theoretical knowledge, values and spiritual pursuit of ideological and political education into the various courses, subtle influence on students' ideological consciousness, behavior and demeanor. Civics is a course that nurtures students' moral development and cultivates their souls. As students enter a new stage of life, their correct worldview, outlook on life and values need to be carefully guided and cultivated.

1.6.2 Colleges and Universities

Higher education is the collective name for undergraduate colleges, specialized colleges and universities, or colleges and universities for short. Higher education institutions are mainly divided into General higher education schools , and Vocational higher education schools Vocational colleges and universities Adult

higher education schools 。 The higher education system in mainland China has programs to promote the construction of colleges and universities, such as Double First Class, Ministry-Province Cooperation in Building Colleges and Universities, Basic Capacity Building Project for Universities in Central and Western China, 2011 Plan, 111 Plan, Excellent Engineer Education and Training Plan, Excellent Legal Talent Education and Training Plan, Excellent Doctor Education and Training Plan, Excellent Agricultural and Forestry Talent Education and Training Plan, and Excellent Teacher Training Plan. As of May 31, 2022, the total number of higher education institutions in China is 3013, including 2759 general higher education institutions, including 1270 undergraduate institutions and 1489 higher vocational (specialist) institutions, and 254 adult higher education institutions. This list does not include higher education institutions in Hong Kong, Macao and Taiwan.

1.6.3 Satisfaction

Satisfaction is a psychological state that refers to a person's subjective evaluation of the quality of a relationship. It is the pleasure of the customer's needs being satisfied, the relative relationship between the customer's prior expectation of the product or service and the actual feeling obtained after actually using the product or service. If this psychological state is measured by a number, this number is called satisfaction, and customer satisfaction is the basic condition of customer loyalty.

1.6.4 Online teaching

Online education, or e-Learning, or distance education, or online learning, is generally referred to in current concepts as a type of web-based network of learning behavior that is similar to Web-based training concept similar to .

1.6.5 MOOC

In 2012, the top universities in the United States set up online learning platforms to offer free courses online, such as Coursera, Udacity, and edX The rise of three major course providers has provided more students with the possibility of systematic learning. These three big platforms are all aimed at higher education The rise of the MOOC is due to the fact that only a small number of children have access to good courses from prestigious universities due to space limitations. The MOOC was born,

and the open courses we see today at Harvard, Yale, and other prestigious schools are a form of muco-curriculum.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

2.1.1 The concept of online teaching

The so-called online teaching is relative to the offline teaching, refers to the modern information technology, relying on the network teaching platform, social groups and tools, teachers online teaching, students online learning, teaching and learning two-way interactive teaching activities. To study the online teaching of college Civics class, we must first grasp the basic concept of "online teaching".

2.1.2 The core features of "online teaching"

In the context of the epidemic, online teaching has become the new norm in education. Online teaching has three core features: relying on the Internet platform, novel teaching forms, and focusing on two-way interaction. Online teaching requires teachers to have high IT literacy, actively explore suitable teaching modes, methods and means, reshape teaching scenarios in student-centered interactive experiences, and reasonably construct teaching systems.

2.1.3 Instructional Management

Teaching management is the process of using the principles and methods of management science and pedagogy to give full play to the management functions of planning, organizing, coordinating and controlling, to coordinate all elements of the teaching process, to make it run in an orderly manner and to improve its effectiveness. The education administration department and the school share the management of teaching and learning. Teaching management involves basic aspects such as teaching plan management, teaching organization management and teaching quality management.

2.1.4 Theoretical basis

Scientific Management Theory

"The father of scientific management" Taylor's scientific management theory is "the basic theory and method of using scientific methods of work to improve the efficiency of labor production". It provides an important theoretical guidance for the teaching and management of "Civic Science Course" in universities. Taylor's scientific management theory about the scientific selection and training of workers provides an important theoretical guidance for the teaching management department of "Civics and Political Science" to pay attention to the training of teaching managers, teachers and students on modern information technology. The management content of standardization of working methods provides important theoretical guidance for the "Civics" teaching management department to pay attention to the assessment and supervision of teaching managers and teachers, and to the supervision of students, so as to make them work and study according to the relevant management regulations. With regard to the implementation of the management content of the differential piece-rate salary system, the teaching management department of "Civics" can formulate a perfect reward and punishment system and incentive supervision mechanism to improve the quality and efficiency of the work of "Civics" teaching managers and "Civics" teachers. Theoretical guidance is provided for the teaching management department of "Civics and Political Science" to develop a perfect reward and punishment system and an incentive and supervision mechanism to improve the quality and efficiency of the work of the

teaching managers of "Civics and Political Science" and the teaching ability of "Civics and Political Science" teachers. In this way, the quality and efficiency of teaching management of "Civics and Political Science" can be improved continuously, so that the important value and role of "Civics and Political Science" can be played to a greater extent.

Human-centered management theory

People-oriented management theory is one of the four principles of management, as the name implies, is the principle of people-oriented. It requires people to adhere to the core of all management activities to people, the rights of people as the fundamental, emphasizing the subjective initiative of people, and strive to achieve the comprehensive and free development of people. The essence is to fully affirm the subject position and role of people in management activities. The teaching management aspect of the Civics class requires a student-centered approach, respecting the subjective position of students in teaching, stimulating their subjective initiative, and improving their interest and enthusiasm in learning.

2.2 Literature reviews

Current status of domestic and international research

In the education of western countries, there is no such reference to ideological and political education, but similar related courses have been established. Through the compilation and analysis of research results, it provides some reference value for the writing of this paper.

2.2.1 Characteristics of ideological and political education in American, German and British universities

The general education courses established by American universities are the most representative, and "General Education (GE) is an original form of ideological and political education in American universities". Cai Yao and Sun Jianying point out that the general education in American universities is aimed at civic education and value shaping as the main line, and it is invisible but not hidden in the nurturing function of ideological and political education. Peng Xiaolan points out that British universities have set up many courses related to ideological and political education

disciplines, including character education, values education, patriotic education, moral education and emotional education, etc. Song Jia points out that German universities do not set up special courses on ideological and moral political theories, but attach great importance to ideological and political education, and the ideological and political work carried out is particularly effective.

A study on the characteristics of ideological and political education in American colleges and universities. Cai Yao and Jianying Sun pointed out that the methods of ideological and political education for college students through the general education courses offered by American universities include nurturing people by using the full range of social, economic, political and other fields of study to educate students in a permeable way, making the exercise of ability the goal of nurturing people, and cultivating students' practical ability through various ways. Zhi Yang points out that "ideological and political education has always existed in the United States, and the biggest difference compared to China is that it inculcates citizens in an invisible way", and this implicit education contains the content of implicit education conducted in the public environment by using the media means of mass media penetration. Yi xiao Liu (2018) points out that "American university ideological and political education mainly adopts the invisible influence method model and pays more attention to the role of social practice", and also points out that its methods are mainly implemented through various methods such as liberal education, community service activities, student affairs management, and campus culture construction. Li (2016) pointed out that the characteristics of ideological and political education in American colleges and universities include the concealed nature of educational methods, the extensive nature of educational resources, i.e., penetration into subject areas and social areas, the functionality of educational environment, and the diversity of educational forms, i.e., the close combination of teaching in the classroom and campus clubs and community services outside the classroom. It can be seen that the ideological and political education of college students in the United States focuses on comprehensive and permeable education

and combines media, social practice and other multi-dimensional and diversified education methods.

A study on the characteristics of ideological and political education in British universities. Jinhua Wu (2016) points out that the ideological and political education of college students in British universities focuses on hidden and permeable education in various disciplines and majors and students' participation in social practice activities, etc. on the part of students, and on the part of teachers, they let each teacher clarify his or her responsibility of teaching and educating people while making full use of the teaching method of online resources to teach, etc. Yuqing Zhuang and Yanting Lu(2018) point out that the ideological and political education model of British universities focuses on the dissemination of ideological and political knowledge in a diversified and indirect way. Xiaobin Chen(2017) points out that British universities provide students with ideological and political education through social practice, theme day activities, history and other philosophy and social science courses that contain many functional elements of ideological education in an infiltrative manner. Linxiu Meng and Xiangli Meng (2017) point out that "in the teaching activities of ideological and political education for college students in the UK, the teaching is tailored to the differences in students' personality characteristics. There are clear plans and meticulous designs to guide the teaching methods, teaching methods and specific teaching tools". Zheng Zhang(2011) points out that the ideological and political education in British universities is characterized by hidden educational objectives, diversified teaching methods, and the use of subtle influence methods. It can be seen that the education methods of ideological and political education for college students in British universities focus on hidden and permeable education in various majors and disciplines and combine with social practice, network resources and technology, etc., diversified and multi-channel education and the use of various teaching methods.

Research on the characteristics of ideological and political education in German universities. Jingjing Wang(2016) points out that the ways of ideological and political education for college students in German universities include education through

classroom infiltration of "hidden courses" of various disciplines and majors, and focus on various forms of social practice activities. Jia Song(2014) points out that "schools also organize special organizations to lead students to do some group activities regularly". Yang Gao and Jianwei Liu(2014) pointed out that Germany has various methods of ideological and political education for college students, including subject infiltration and religious infiltration, using social groups and public institutions for ideological and political education infiltration, using mass media for ideological and political education, and psychological counseling with professionalism. Li (2018) points out that the implementation of political education in German universities mainly includes the adoption of classroom infiltration form, the adoption of social practice education, the implementation of campus culture construction, and the implementation of mass media communication form. It can be seen that the teaching methods and modes of political education for college students in German universities focus on the implicit infiltration of various disciplines and specialties and social practice.

Through the exploration of foreign online education and Civic Education, we can promote the online teaching management of Civic Education in our universities and realize the mutual integration of teaching management with the ideological and political education of students in universities in the United States, Britain and Germany. Through the opportunities brought by online teaching, major universities can effectively use modern information technology to actively cooperate with schools to fully integrate effective teaching resources and help the implementation and development of Civic Education system.

Current status of domestic research

Yang Liu and Peixiang Shen(2020) pointed out that online teaching of Civics and Political Science class is an important choice and the only choice for normal teaching during the epidemic prevention and control period. In order to enhance the effectiveness and richness of online teaching resources, strengthen the systematic relevance of online learning, enhance the complementarity of online teaching contents and optimize the coordination and linkage of online teaching

security, the relationship between online theoretical learning and virtual practical teaching is necessary.

According to Hong Yu (2020), in order to strengthen the practical effect of online teaching of college Civics class under the epidemic, it is necessary to scientifically grasp the interdependence between "line" and "guide", "teaching" and The interdependence between "learning", "warmth" and "companionship", finding the right teaching and learning point between traditional classroom and virtual classroom, and grasping the relationship between teaching and learning in online teaching The relationship between teaching and learning in online teaching should be well constructed, so that students can experience the knowledge, collaboration and practice scenes in the online learning process, and gain the satisfaction of knowledge and the sense of belonging in body, mind and thought, so as to enhance the affinity, relevance and effectiveness of the Civics class.

Qiuzhen Qiao(2020) points out that during the epidemic prevention and control period, the online teaching of Civics and Political Science courses should be carried out according to the students' knowledge acceptance ability and in accordance with the actual situation of students. To improve the feasibility and effectiveness of online teaching of Civics and Political Science during the epidemic, we should start from three aspects: changing the teaching mode, improving the online information literacy of Civics and Political Science teachers, and reforming the course examination, so as to promote the education and teaching reform of Civics and Political Science in colleges and universities.

To sum up, to strengthen the effect of online teaching of college Civics class in the context of epidemic prevention and control, it is necessary to deal with the relationship between teachers' teaching and students' learning, make full use of the rich resources of online teaching platform, change the teaching mode, strengthen training, and improve the modern teaching level of Civics class teachers in order to achieve the purpose of improving the effect of online teaching of Civics class.

Chapter 3

Research Methodology

This study was a descriptive analysis and a quantitative analysis. Study using a combination of theory and practice. Mainly using literature research and

questionnaire surveys. The information obtained from the responses will be statistically analyzed and further summarized.

3.1 Population/SamplingMethods/Variables

The interviewees of this study were mainly college students from Y University in Taiyuan, Shanxi Province. The questionnaires were distributed by WeChat, and the tested college students were from freshmen, sophomores, juniors, and seniors of all grades in Y University, and there were more than 3,000 students in Y University (old campus), from five colleges respectively. With the help of teachers and students, 650 questionnaires were distributed and 590 were returned, with a valid response rate of 90.7%.

3.2 Data collection

This thesis adopts the research methods of literature research method and questionnaire survey method. The information is mainly obtained from China Knowledge Network, Wanfang database, school library and individual related books.

3.2.1 Literature research method

We collected and organized the latest theoretical research results on online teaching of college Civics under the background of epidemic prevention and control at home and abroad, and after a lot of reading and analysis, we understood and grasped the current situation of online teaching of college Civics during the period of epidemic to provide reference for the writing of this thesis.

3.2.2 Questionnaire method

A questionnaire was designed and distributed among the undergraduate students of Y University (a double-class university) in Taiyuan, Shanxi Province. The data were analyzed by SPSS2.0 to explore the factors affecting the online teaching of Civics and to propose a series of corresponding measures for the data. A total of 650 questionnaires were distributed, and 590 were returned, with an effective response rate of 90.7%, which met the data collection criteria.

3.3 Instrument/Reseach Design

To understand the actual effect of online teaching at Y University in Taiyuan, Shanxi during the epidemic, this paper used a random sample to distribute electronic questionnaires to undergraduate students at Y University. To ensure the reliability of the survey findings, a student questionnaire on the effectiveness of online teaching of college Civics courses during the epidemic was designed. The questionnaire is mainly objective multiple-choice questions and contains four major sections, namely: learner factors, teacher factors, course factors, and environmental factors. Satisfaction with online teaching of Civics courses includes satisfaction with the course and satisfaction with the learning aspects.



Figure 3.1 Flow chart of the study

Then, the data analysis was completed by organizing and summarizing the data from the questionnaire.

Finally, based on the results of the data analysis, the overall satisfaction of online Civics courses among students of Y University in Taiyuan, Shanxi Province is discussed, and relevant countermeasures and suggestions are proposed for the next development of online Civics courses.

The detailed study design and steps include the following eight main processes:

1. Selecting research topics

Based on the research background, research purpose and significance, the researcher selected the research topic, i.e., a survey on satisfaction with online Civics courses in universities in the context of the epidemic, after discussion with the supervisor.

2、 Literature review

Based on the research topic, research questions and hypotheses were formulated, and relevant literature was collected and analyzed. The literature is mainly collected from relevant journals, books, master's and doctoral theses at home and abroad, and is mainly accessed through Chinese databases. To provide theoretical basis and reference for the subsequent research.

3. Complete the research design.

4、 Questionnaire design

A mature scale instrument was selected to ensure its reliability and validity met the criteria to form an online survey questionnaire on the satisfaction of university online Civics courses in the context of the epidemic at Y University in Taiyuan, Shanxi Province.

5、 Issue questionnaires for testing

A random sampling method was used to survey students from freshmen to seniors at Y University.

6、 Data organization, statistics, results analysis

After the questionnaires were collected and organized, they were imported into SPSS software to complete the statistical analysis and the results were analyzed.

7. Conclusions and recommendations

Based on the findings, draw conclusions and make recommendations from the study.

8、 Writing research reports

3.4 Statistics and Data Analysis

The study in this thesis used SPSS 2.0 to conduct correlation analysis on the recovered data, with learner gender, grade, and major as independent variables and online teaching satisfaction (including course satisfaction and learning satisfaction) as dependent variables, and whether there is a correlation between the independent and dependent variables to determine the closeness of the relationship between them. Self-management, teacher factor, course factor, and platform factor were used as independent variables, and course satisfaction and learning satisfaction were used as dependent variables.

Chapter 4

Data Analysis Result

4.1 Analysis of the influencing factors of online teaching of college Civics during the epidemic prevention and control

In order to more comprehensively and accurately analyze the influencing factors of online teaching of college Civics courses during epidemic prevention and control, in this survey, the factors around individual characteristics of college students, types of learning platforms, learners' learning motivation, learners' self-management ability, teachers' ability, course design, and platform design, etc. The specific indexes set for each element are shown below.

Correlation analysis is a statistical analysis method to determine whether there is a correlation between two or more variables and the degree of closeness of the relationship. The study in this dissertation used SPSS20.0 to conduct correlation analysis on the recovered data, which can measure whether there is a correlation between the independent variables such as gender, grade, major, and the dependent variables of online teaching satisfaction (including course satisfaction and learning satisfaction), and determine the closeness of their relationship.

4.1.1 Correlation analysis of gender and satisfaction with online teaching in Civics during epidemic prevention and control

According to the descriptive statistics, the significance level Sig value of gender and satisfaction of Civics online course during epidemic prevention and control was 0.885, indicating that gender had no significant effect on satisfaction of Civics online course during epidemic prevention and control; the significance level Sig value of gender and satisfaction of Civics online study during epidemic prevention and

control was 0.593, indicating that gender had no significant effect on satisfaction of Civics online course during epidemic prevention and control. The original hypothesis was that gender has no significant effect on the satisfaction of online study in Civics during epidemic prevention and control. The original hypothesis is that gender has a significant effect on the satisfaction of online teaching of Civics and Political Science course during epidemic prevention and control, while the Eta value of the correlation coefficient between gender and satisfaction of online course of Civics and Political Science course and satisfaction of online learning of Civics and Political Science course shows that there is no degree of correlation between gender and satisfaction of online teaching of Civics and Political Science course, so the original hypothesis is not valid, that is, there is no significant correlation between gender and satisfaction of online teaching of Civics and Political Science course during epidemic prevention and control.

The results of the above data analysis showed that the gender characteristics of college students did not have any effect on the satisfaction of online teaching in Civics during the epidemic prevention and control period.

Table 4-1 Mean values of satisfaction scores of online courses in Civics during gender and epidemic prevention and control

Gender	Average value	Standard deviation	F-value	Eta
Male	3.61	0.948	0.022	0.005
Female	3.62	0.916		

Note:*, $0.1 < \text{sig} < 0.05$; **, $0.00K \text{sig} < 0.01$; ***, $\text{sig} < 0.001$

Table 4-2 Mean values of satisfaction scores of online learning in Civics during the epidemic prevention and control period by gender and

Gender	Average value	Standard deviation	F-value	Eta
Male	3.51	0.954	0.286	0.022
Female	3.52	0.816		

Note:*, $0.1 < \text{sig} < 0.05$; **, $0.00K \text{sig} < 0.01$; ***, $\text{sig} < 0.001$

4.1.2 Correlation analysis of grade level and satisfaction with online teaching in Civics during epidemic prevention and control

According to the descriptive statistics, the Sig value of the significance level between the grade level of college students and the satisfaction of Civics online courses during the epidemic prevention and control period was 0.251, indicating that there was no significant effect of grade level on the satisfaction of Civics online courses during the epidemic prevention and control period; the Sig value of the significance level between the grade level of college students and the satisfaction of Civics online learning during the epidemic prevention and control period was 0.923, indicating that there was no significant effect of grade level on the satisfaction of Civics online learning during the epidemic prevention and control period. The Sig value of 0.923 indicates that there is no significant effect of grade on the satisfaction of online study in Civics during the epidemic prevention and control period. The original hypothesis is that grade level has a significant effect on the satisfaction of online teaching in Civics during epidemic prevention and control, but from the Eta value of the correlation coefficient between grade level and satisfaction of online courses in Civics and online learning in Civics, there is no correlation between grade level and satisfaction of online teaching in Civics, so the original hypothesis is not valid, that is, there is no significant correlation between grade level and satisfaction of online teaching in Civics during epidemic prevention and control.

The results of the above data analysis showed that the grade level of college students did not have any effect on the satisfaction of online teaching in Civics during the epidemic prevention and control period.

Table 4 - Comparison of mean scores of satisfaction with online courses in Civics during Year 3 and epidemic prevention and control

Grade	Average value	Standard	F-value	Eta
Sophomore	3.70	0.879	1.384	0.069
Junior	3.63	0.917		
Senior Year	3.54	1.001		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} < 0.001$

Table 4-4 Comparison of mean scores of satisfaction with online learning in Civics during the year and epidemic prevention and control

Grade	Average value	Standard	F-value	Eta
Sophomore	3.50	0.825	0.080	0.017
Junior	3.50	0.938		
Senior Year	3.47	0.937		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} < 0.001$

4.1.3 Phase correlation analysis of satisfaction with online teaching of Civics during epidemic prevention and control by majors and

According to the descriptive statistics, the Sig value of the significance level between college students' majors and their satisfaction with Civics online courses during epidemic prevention and control is 0.552, which indicates that majors have no significant effect on their satisfaction with Civics online courses during epidemic prevention and control; the Sig value of the significance level between college students' majors and their satisfaction with Civics online learning during epidemic prevention and control is 0.757, which indicates that majors have no significant effect on their satisfaction with Civics online learning during epidemic prevention and control. The Sig value of 0.757 indicates that there is no significant effect of majors on the satisfaction of online study of Civics during epidemic prevention and control. The original hypothesis is that there is a significant influence of major on the satisfaction of online teaching of Civics and Political Science class during the epidemic prevention and control period, but the Eta value of the correlation coefficient between major and online course satisfaction of Civics and Political Science class and online learning satisfaction of Civics and Political Science class shows that there is no correlation between major and online teaching satisfaction of Civics and Political Science class during the epidemic prevention and control period, so the original hypothesis is not valid, that is, there is no significant correlation between major and online teaching satisfaction of Civics and Political Science class during the epidemic prevention and control period. The results of the above data

analysis showed that the major category of college students did not have any influence on the satisfaction of online teaching in Civics and Political Science class during the epidemic prevention and control period.

Table 4-5 Comparison of mean satisfaction scores of online courses in Civics during professional and epidemic prevention and control

Specialties	Average value	Standard value	F-value	Eta
Humanities and Social Sciences	3.47	0.954	0.236	0.035
Science and Engineering	3.95	0.756		
Sports and Arts	3.38	0.975		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} \leq 0.001$

Table 4-6 Comparison of mean values of satisfaction scores of online learning in Civics during professional and epidemic prevention and control

Specialty	Average value	Standard value	F-value	Eta
Humanities and Social Sciences	3.33	0.956	0.169	0.075
Science and Engineering	3.94	0.86		
Sports and Arts	3.38	0.91		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} \leq 0.001$

4.2 Statistical analysis of online teaching satisfaction of Civics and Political Science class based on the type of learning platform

In order to understand the types of learning platforms used by college students for home study during the epidemic prevention and control period, and to analyze the relevance of platform types to the satisfaction of online teaching of Civics and Political Science classes, this study mainly measured learning platforms such as

StudyHub, Tencent Classroom, Nail, QQ Group Classroom, and others. A score of 1 was assigned to "selected" and 0 to "not selected". The higher the score, the higher the usage rate of these learning platforms and the more they can meet the teaching requirements of teachers and students, while the opposite holds true.

From the data, it can be seen that the largest number of people chose "StudyTalk" and "QQ Group Classroom" as the online learning platform for Civics during the epidemic prevention and control period, followed by "Tencent Classroom" and "Nail". The second is "Tencent Classroom" and "Nail". In addition, through the questionnaire, we know that some students use online learning platforms such as Rain Classroom and Palm Classroom in the "Other" category.

Table 4-7 Statistics on the types of learning platforms chosen by survey respondents

Sample		
Learning Platform Type		
	Number of people	Percentage
Learning Pass	419	28.1%
Tencent Classroom	342	23.0%
nail	253	17.0%
QQ group class	360	24.2%
Other	123	7.78%

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} \leq 0.001$

The correlation analysis between the types of learning platforms and the satisfaction of online courses of Civics and Political Science during the epidemic prevention and control was conducted by the mean comparison method in the descriptive statistical analysis, and the data obtained showed that the Sig values of "StudyTalk", "Tencent Classroom", The Sig values of "nail", "QQ group classroom" and "other" were 0.004, 0.000, 0.001, 0.000, 0.000, 0.000, 0.000, and 0.000, respectively. The correlation analysis between the types of learning platforms and the satisfaction of online learning in Civics and Political Science courses during the

epidemic prevention and control period was also conducted by the mean comparison method in the descriptive statistical analysis, and the data obtained showed that "StudyTong", "Tencent Classroom", "QQ Group Classroom" and "Other" had a significant effect on the satisfaction of online courses during the epidemic prevention and control period. ", "Tencent Classroom", "Nail", and

The significance level Sig values of "QQ group class" and "other" corresponding to learning satisfaction were 0.001, 0.000, 0.016, 0.005, and 0.003, respectively, indicating that the type of learning platform had a significant effect on the satisfaction of Civics and Political Science class during the epidemic prevention and control period. There is a significant effect of online learning satisfaction. The original hypothesis is that learning platform type has a significant effect on online teaching satisfaction of Civics and Political Science class during epidemic prevention and control, and the Eta values of the correlation coefficients between learning platform type and online course satisfaction of Civics and Political Science class and online learning satisfaction of Civics and Political Science class show that the correlation between learning platform type and online teaching satisfaction of Civics and Political Science class is high, so the original hypothesis is valid, that is, there is a significant correlation between learning platform type and online teaching satisfaction of Civics and Political Science class during epidemic prevention and control. There is a significant correlation between the type of learning platform and the satisfaction of teaching in Civics and Political Science class online during epidemic prevention and control.

The results of the above data analysis show that the type of learning platform used by college students during the epidemic prevention and control period has a greater impact on the satisfaction of online teaching in Civics and Political Science classes. The reasons for this may be that the functional settings, page layout, and operation use of the learning platform are closely related to the sense of online learning experience of college students in Civics and Politics courses, which will affect the efficiency of online learning of college students to some extent; a learning platform

with perfect functions and beautiful design can play a positive role in promoting the improvement of online learning effect of college students.

Table 4-8 Comparison of learning platform types and mean satisfaction scores of online courses in Civics during epidemic prevention and control

Platform Type		Average mean value	Standard deviation	F-value	Eta value
Learning Pass	Not selected	3.45	0.963	8.178	0.117
	Select	3.65	0.912		
Tencent Classroom	Not selected	3.56	0.915	12.450	0.144
	Select	3.77	0.936		
nail	Not selected	3.25	0.945	10.739	0.134
	Select	3.65	0.901		
QQ group class	Not selected	3.45	0.956	16.182	0.164
	Select	3.78	0.906		
Other	Not selected	3.66	0.925	13.812	0.152
	Select	3.38	0.936		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} \leq 0.001$

Table 4-9 Comparison of learning platform types and mean scores of satisfaction with online learning in Civics during epidemic prevention and control

Platform Type		Average mean value	Standard deviation	F-value	Eta value
Learning Pass	Not selected	3.29	0.883	11.516	0.139
	Select	3.58	0.895		
Tencent Classroom	Not selected	3.41	0.869	10.345	0.144
	Select	3.56	0.876		
nail	Not selected	3.40	0.933	5.816	0.099
	Select	3.65	0.843		
QQ group class	Not selected	3.37	0.998	8.011	0.114
	Select	3.57	0.826		
Other	Not selected	3.56	0.896	8.636	0.121
	Select	3.38	0.888		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} \leq 0.001$

4.3 Statistical Analysis of Online Teaching Satisfaction of Civics Class Based on College Students' Learning Motivation

According to the data in Tables 4-10, the highest response value and percentage is "to get credits", that is, most of the college students participate in online learning of Civics courses for the purpose of credits, followed by "to improve professionalism and skills", "to solve problems in real life or work", "for personal interest" and "to prove their ability and level". The second highest response was "to improve professionalism and skills", "to solve problems in real life or work", "for personal interest", and "to prove their ability and level".

Table 4-10 Statistics of study motivation of survey respondents

\$ Frequency of learning motivation			
		Response Percentag	
	N	Percentage of cases	
Receive credit	429	26.8%	73.1%
Solve real-life or workplace problems	325	20.3%	55.4%
\$ LearnImprove professionalism and skills	342	21.4%	58.3%
Machinea Out of personal interest	198	12.4%	33.7%
Prove your ability and level	176	11.0%	30.0%
Listen to parents or others	100	6.3%	17.0%
Other	29	1.8%	4.9%
Total	1599	100.0%	272.4%

a. The second grouping of the tabs when the value is 1.

The correlation analysis between learning motivation and satisfaction with online courses in Civics during epidemic prevention and control, using the mean comparison method in descriptive statistical analysis, yielded data that showed that "getting credits", "solving problems encountered in real life or work", "improving

professionalism and skills", "out of personal interest", "proving one's ability and level", "following parents' or others' The Sig values of "other" and course satisfaction were 0.013, 0.007, 0.000, 0.001, 0.018, 0.004, and 0.000 respectively, indicating that college students' learning motivation had a significant effect on their satisfaction with the online Civic Science course during the epidemic prevention and control period. The correlation analysis between learning motivation and satisfaction of online study in Civics and Political Science during epidemic prevention and control also used the mean comparison method in descriptive statistical analysis, and the data obtained showed that "getting credits", "solving problems encountered in real life or work", "improving professionalism ", "to improve professionalism and skills", "out of personal interest", "to prove one's ability and competence", and The Sig values of the significance levels corresponding to the satisfaction with learning for "obeying the requirements of parents or others" and "others" are 0.042, 0.036, 0.000, 0.018, 0.002, 0.016, and 0.013, respectively. It shows that college students' learning motivation has a significant effect on the satisfaction of online learning in Civics during epidemic prevention and control. The original hypothesis is that college students' learning motivation has a significant influence on the satisfaction of online teaching of Civics and Political Science class during epidemic prevention and control, and the Eta value of the correlation coefficient between learning motivation and satisfaction of online courses of Civics and Political Science class and satisfaction of online learning of Civics and Political Science class shows that the correlation between learning motivation and satisfaction of online teaching of Civics and Political Science class is high, so the original hypothesis is valid, that is, college students' learning motivation and online teaching of Civics and Political Science class during epidemic prevention and control There is a significant correlation between college students' learning motivation and their satisfaction with online teaching of Civics and Political Science during the epidemic prevention and control. The results of the above data analysis show that during the epidemic prevention and control period, college students' learning motivation has a greater impact on their satisfaction with online teaching of Civics and Political Science classes. The

reason for this may be that motivation is closely related to the online learning effect of college students' Civics class, which will affect college students' satisfaction with the online teaching of Civics class to some extent; students with high level of learning motivation will have better online learning effect of Civics class, and the corresponding satisfaction will be higher, and the opposite holds.

Table 4-11 Comparison of learning motivation and mean satisfaction scores of online courses in Civics during epidemic prevention and control

Learning Motivation		Average mean value	Standard deviation	F-value	Eta value
Receive credit	Not selected	3.78	0.966	6.220	0.103
	Select	3.58	0.916		
Solve real-life or workplace problems	Not selected	3.75	0.872	7.265	0.111
	Select	3.56	0.978		
Improve professionalism and skills	Not selected	3.36	0.969	37.026	0.244
	Select	3.86	0.863		
Out of personal interest	Not selected	3.72	0.906	10.357	0.133
	Select	3.66	0.906		
Prove your ability and level	Not selected	3.48	0.996	5.625	0.097
	Select	3.66	0.926		
Listen to parents or others	Not selected	3.36	0.941	8.186	0.121
	Select	3.66	0.921		
Other	Not selected	3.56	0.920	18.146	0.173
	Select	2.94	0.965		

Note: *, $0.1 < \text{sig} < 0.05$; **, $0.001 < \text{sig} < 0.01$; ***, $\text{sig} \leq 0.001$

In summary, for the analysis of factors influencing online teaching of college Civics courses in the context of epidemic prevention and control, it is concluded that there is no significant correlation between individual characteristics of college students (i.e., gender, grade, and major) and satisfaction with online teaching of Civics courses, while there is a significant correlation between learning platform and learning motivation on satisfaction with online teaching of Civics courses.

Table 4--13 Summary of research on factors influencing online teaching of college Civics in the context of epidemic prevention and control

Serial number Hypothesis Content Research Conclusion

Hypothesis I	Gender of college students has a significant effect on satisfaction with online courses in Civics during epidemic prevention and control	Not supported
Hypothesis II	Grade level has a significant effect on satisfaction with online teaching in Civics during epidemic prevention and control	Not supported
Hypothesis III	Major has a significant effect on satisfaction with online teaching of Civics during epidemic prevention and control	Not supported
Hypothesis IV	The type of learning platform has a significant effect on online satisfaction in Civics during epidemic prevention and control	Support
Hypothesis V	College students' motivation to learn has a significant effect on satisfaction with online teaching in Civics during epidemic	Support

Chapter 5

Conclusions and Discussion

5.1 Conclusions and Discussion

Through the questionnaire survey of students in Y University in Taiyuan, Shanxi Province, the main problems of online teaching of "Civic Science Course" in colleges and universities are summarized as follows, based on the in-depth collation, statistics and analysis of data and information.

1. Lack of interest in learning

Using SPSS20.0 to analyze the data, the results of the study showed that the purpose and motivation of college students participating in the online teaching of Civics and Political Science class during the epidemic prevention and control period varied, with most students learning for the purpose of getting credits and only 23.4% for their personal interests and to prove their ability and level. It can be seen that in the process of online teaching of Civics and Political Science courses, students are not interested in learning the course content and lack enthusiasm, and they choose this Civics and Political Science course only to get the corresponding credits and complete the study tasks mandated by the school, rather than being sincerely interested in this course from their heart. The proportion of students who chose these two courses is 24.5% and 18.7% respectively, and their motivation is mainly to get credits. Einstein once said, "Interest is the best teacher", as long as the students are interested in the content of the courses taught by the teacher, the teacher can use this to more effectively enhance the enthusiasm of students, stimulate the enthusiasm and initiative of students to learn, to create a harmonious and good learning atmosphere. Therefore, to improve the teaching effect and quality level of online courses of Civics and Political Science during epidemic prevention and control, it is necessary to start from interest and enhance the attractiveness of the teaching content of Civics and Political Science to stimulate students' interest in learning.

2. Unclear learning objectives and plans

In this survey, 43% of students chose "meet" and "very much meet" for the question "I would set a goal for myself and make a good study plan before the online Civics course during the epidemic prevention and control period. This shows that most of the students follow their teachers without a clear learning goal and learning plan for the online study of Civics and Political Science courses. Learning without goals and plans is called a blind and passive low-level activity. There is an old Chinese saying: "Everything in advance is established, but not in advance is invalid". Therefore, in order to improve the effectiveness of Civic Studies, students should set clear learning goals and learning plans, make good time arrangements and execute them according to the plans, save time and improve learning efficiency.

3. Some students have poor self-management skills

Self-management ability refers to the ability of students to purposefully and consciously self-manage their own psychology, thoughts and behaviors when they are alone in their learning activities. Efficient self-management helps students concentrate and improve their learning effect, especially during the epidemic prevention and control period, students can only study at home, and their self-management ability is especially important without the supervision of teachers and classmates. The survey data show that 59.2% of the students who could persist in completing the course despite many interfering factors during the online study of Civics and Political Science class, which is more than half of the total sample, is worth affirming, indicating that most students have good self-management ability and can effectively control their thoughts and behaviors, but there are still 41.8% of students who have weak self-management ability and are prone to desert in the study process. They are prone to desert in the learning process and cannot manage and control their thoughts and behaviors and concentrate on their studies well.

4. Online teaching methods are not attractive

The use of teaching methods reflects teachers' unique educational values and is governed by specific teaching contents. Teaching methods are an important and indispensable part of the teaching process, and their use affects students' learning

experience and knowledge acquisition, and largely influences the improvement of classroom teaching effects. At present, the more commonly used teaching methods include seminar teaching method, project teaching method, interactive teaching method, flipped classroom and so on. According to the survey data, 57.8% of students chose the question "The teaching methods of the online teachers of this Civics course are very attractive during the epidemic prevention and control period", and 57.8% of students chose "conform" and "very conform". "This indicates that the majority of students recognized the online teaching methods of Civics teachers during the epidemic prevention and control period. However, it cannot be ignored that there are still 42.2% of students who do not agree with the online teaching methods of Civics and Political Science teachers. Due to the epidemic, teachers cannot teach students face-to-face, and the use of interactive teaching, experiential teaching, and situational teaching in the teaching process is restricted, and the teaching of these teachers mainly adopts the lecture method, which is a relatively single method and lacks attractiveness, and cannot resonate with students. Lack of diversity.

In the traditional teaching mode of Civics and Political Science class, teachers are in the dominant position, and the teaching method is mainly "duck-fill" teaching, that is, unilaterally imparting theoretical knowledge to students, with teachers speaking and students listening, constantly taking notes, and finally taking exams, in which students, like learning machines, can only accept knowledge in a one-way and passive way, and their own subjective In this process, students like learning machines can only receive knowledge one-way and passively, and their own initiative is difficult to be brought into play, and many students will almost forget what they have learned after the exams, and most of them do not have divergent thinking and lack enthusiasm in classroom learning. Such a result will only make students feel bored with Civics class and gradually lose their interest in Civics class, which means that the traditional indoctrination teaching method cannot adapt to the personalized development needs of college students in the new media era, and cannot meet the target requirements of Civics class education and teaching in

colleges and universities. Therefore, it is urgent to change the traditional teaching concepts and teaching methods of these teachers to meet the learning needs of college students in the new era and the cultivation requirements of ideological and political education in colleges and universities.

5. Insufficient practical teaching

In the teaching work plan of Civics and Political Science class, teachers are required to carry out practical teaching to students, and especially emphasize that this is an essential teaching link of Civics and Political Science class, such as carrying out "moral cartoon exhibition" in the class of "Ideological and Moral Cultivation and Legal Foundation" to spread good moral voice and gather positive moral energy. Only through similar practical teaching can students internalize the theoretical knowledge they have learned and externalize it in action. In the Basic Requirements for Teaching Ideological and Political Theory Classes in Colleges and Universities in the New Era, it is proposed that two credits should be set aside from the existing credits of Civic Science Classes at the undergraduate level, and one credit should be set aside from the existing credits of Civic Science Classes at the specialist level to carry out practical teaching, the importance of which is obvious. However, due to the impact of the epidemic, off-campus practical activities cannot be carried out normally, so virtual simulation practice has become the primary choice for practical teaching in college Civics during the epidemic prevention and control period. However, the reality is that most teachers do not do this work and ignore the importance of virtual simulation practice teaching. The data of this survey show that 54.3% of the students in the online study of Civics and Political Science class during the epidemic prevention and control period have taken virtual simulation practice class, and 45.7% of the students have not taken virtual simulation practice class, which is nearly half of the total sample size. The lack of virtual simulation practice in the online teaching of Civics and Political Science class, the students' inability to participate in virtual simulation practice activities, the lack of learning experience, the lack of diversity in the teaching methods of these teachers, is not conducive to enhancing students' interest in learning.

6. Lack of communication and interaction between teachers and students

The good or bad results of feedback between teachers and students in teaching activities affect the shaping of classroom atmosphere and the improvement of teaching effectiveness. Appropriate interaction helps students understand the content more deeply and complete class assignments efficiently, and also helps teachers grasp the learning situation of students, provide timely help and counseling, and prepare for the next step of teaching work. According to the survey data, 41.5% of college students thought that the number of communication and interaction between teachers and students was too few during the epidemic prevention and control period, and 48% of students thought that the communication and interaction between teachers and students did not help them much, indicating that some teachers lacked proper communication and interaction with students, and some teachers strengthened the communication and interaction with students, but with little effect. In conclusion, some teachers' teaching methods lack interactive teaching, and they have very little communication and interaction with students. They only focus on teaching students' knowledge, ignore students' learning experience and feedback, and have a single form of teaching method, which makes students easily feel fatigued and sleepy.

5.2 Suggestions

Entering into a new development stage, the construction of college Civics course should focus on the fundamental task of establishing moral education, make Civics course really become a soul course that makes students gain lifelong benefits, and speed up the pace of teaching reform. The relevant national policies provide a good policy guarantee for the reform of Civics and Political Science course, and the three-year online teaching practice provides a firm practical foundation. On this basis, the following four optimization strategies are proposed for the online teaching of Civics and Political Science class in colleges and universities.

First, insist on meeting the spiritual needs of students as the guide, to play the function and utility of the platform

Civics class is a big life lesson to lead the youth and arm their minds. General Secretary Xi Jinping stressed at a symposium for teachers of ideological and political theory courses in schools that "teachers of Civics courses should plant the seeds of truth, goodness and beauty in the hearts of students and guide them to buckle the first button of life". The college thought class should target the spiritual needs of students, targeted teaching. All aspects of online teaching involve relying on an accurate grasp of the student's situation. Adhere to the students' spiritual needs as the guide: first, to understand the students' learning base, especially the high school level Civics study; second, to fully take into account the actual situation of most students using cell phones to study, when making PPT courseware, try to use the vertical version of the form that is conducive to student use; third, to choose a more convenient for students to operate, relatively stable teaching platform. On this basis, we should explore the synergy of the functions of the associated platform to provide more flexible and diversified technical support for online teaching; fourth, we should try to use interactive modes that are popular among students, such as pop-ups, according to the teaching content; fifth, we should pay attention to the cultivation of good learning behavior of students, guide students to learn to learn, learn to think, learn to practice, and focus on cultivating students' basic quality and ability while teaching knowledge, and focus on Exercise students' practical participation ability.

Second, teacher-led and multi-empowerment to build a high-quality online teaching supply support system

To do a good job of online teaching of college Civics needs to give full play to the leading role of Civics teachers, improve their own information technology teaching ability at the same time, mobilize the strength and resources of all parties, and jointly build a high-quality online teaching supply support system.

Strengthen information technology support. Under the epidemic, schools and universities across the country are fully engaged in online teaching, and the problems of congested teaching platforms and unrealistic Internet speeds are particularly prominent, objectively requiring the state to further improve network

infrastructure construction and enhance the effectiveness of "online classroom" with technology empowerment. On the one hand, timely and accurate teaching data can provide the basic basis for teachers to grasp teaching reality, timely adjust and optimize teaching behavior, and accurately respond to students' learning requirements; on the other hand, the continuous upgrading of modern teaching platforms and auxiliary tools can provide material carriers for teachers to choose interactive forms and enhance sensational effects according to students' subjective preferences. It can be seen that modern information technology empowers teaching, which makes teachers break time and space constraints and provides Civics teaching towards informatization and precision.

Strengthen teachers' informatization teaching ability support. Online teaching under the epidemic is undoubtedly a big test for front-line teachers. From the initial busy and confused, to gradually adapt, and then to proficient use, online teaching fully exposes the lack of teachers' informatization literacy, which should further strengthen teachers' informatization skills training, guide teachers to flexibly use modern information technology training, guide teachers to flexibly use modern information technology means to innovate the teaching status quo, use big We should further strengthen the training of teachers' informatization skills, guide teachers to use modern information technology training flexibly, guide teachers to use modern information technology to innovate the current situation of teaching, use big data analysis to study and judge the learning situation, further fit the needs of talent training in the depth and breadth of teaching content supply, and improve the relevance and timeliness of teaching.

3. Strengthen the support of students' learning motivation. Online teaching should rely on information teaching means, through innovative assessment and evaluation mechanisms, so that students experience the joy of learning, enhance the sense of acquisition and happiness; also through the unique educational advantages of the Civics class, activating students' learning motivation, plan students' learning potential, guide students to love the party, love the country, love socialism, effectively take on the great responsibility of national rejuvenation consciousness of

thought into the enhancement of skills, serve the motherland consciousness of action.

4, strengthen the teaching community support. Thinking class vision is broad, on a good "big thinking class" need to be able to gather strength, to create a teaching community. To vigorously promote the Civic and Political Science course and the Civic and Political Science Association with the same force, the cohesion of all parties, to build a strong teaching community led by experts, peer cooperation, teachers and students grow together.

(3) Stimulate learning kinetic energy with teaching content innovation, and promote the unification of students' knowledge, emotion and action

The essence of the Civics class is to reason. Through reasoning, emotion, refining the will, cultivating character, promoting students to transform theoretical knowledge into the wisdom of doing things, integrating emotion and will, rising to patriotic heart, strong will and national service. Regardless of the teaching mode, the teaching of Civics should always adhere to the "content is king", and promote the in-depth integration of classical ideological and theoretical resources, academic research resources, textbook resources and social practice and life resources into teaching. The aforementioned survey results show that students' lack of concentration and doing things unrelated to learning when studying online are mainly due to the weak content attraction of teaching. Therefore, there are measures to be taken to further reconstruct the teaching content.

1. To carry out in-depth and detailed research on learning conditions to provide a basic basis for reconstructing teaching.
2. We should consider the special features of online teaching, design the teaching contents in levels and stages, from the overall design of the course, chapter design to each knowledge point carefully.
3. We should make full use of the network resources, continuously enrich the course resources, integrate the living scenes into teaching, integrate the social hot issues into teaching, integrate the theoretical frontier issues into teaching, and

integrate the classical literature guide into teaching, so as to really make the Civics class come alive.

4. We should actively explore the students' online learning rules, make scientific and reasonable segmentation planning for teaching time, make full use of students' attention time to carry out teaching of important and difficult contents, case teaching, interactive discussion design to be precise, and reasonably adjust the teaching rhythm.

5. In the presentation of teaching content, the platform function and interactive communication are taken into consideration. Therefore, teachers should consciously shape the language style that suits them and gradually form a discourse expression with individual charm to make online teaching more infectious.

6. We should pay attention to the analysis of teaching data, optimize teaching in time, and make the teaching content more scientific and reasonable.

(4) Optimize the whole teaching process and achieve positive interaction

Civics teaching from before, during and after class is a complete dynamic system, rationalize the basic process and deal with the key links, especially important for teaching time.

1、 Guide students to do a good job of pre-study before class. Focus on making students understand the teaching content, important and difficult issues and learning objectives, you can take diverse forms according to the teaching content, such as catechism video, pre-reading questions, interactive games, etc.

2. Grasp the key aspects of classroom teaching. The design of the introduction class should be exquisitely designed according to the requirements of teaching objectives. The introduction of learning problems, the introduction of videos and hot events closely related to college students, the latest events at home and abroad, or the introduction of the latest academic hot topics, especially the classic events and advanced figures emerging from China's anti-epidemic practice into the teaching, guide the academic to be immersed in the teaching situation as soon as possible. Online teaching needs to cross the space limitation, and teachers and students jointly create a virtual learning space to create an immersive learning

experience situation. Based on the teacher's intensive lectures, the interactive communication between teachers and students is enhanced through group discussions, online discussions, and online book clubs.

3. Pay attention to the question and answer session after class. Teachers can expand and extend the online teaching content through assessment, expansion and Q&A discussions, etc., oriented by students' spiritual needs, to enhance the breadth, depth and height of teaching, and manifest the temperature of Civic Education.

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