

# Constructing and Practicing a Blended Learning Model Guided by Ideological and Political Education A Case Study of the Course "Enterprise Administration Management and Office Practice"

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## ABSTRACT

To address the issues inherent in traditional teaching models, this paper self-designs and develops a blended learning model. Taking the course "Enterprise Administration Management and Office Practice", one of the first batch of online and offline hybrid first-class undergraduate courses in Shandong Province in 2019, as an example, this study constructs a mechanism for achieving course teaching objectives based on the philosophy of "moral education and the unity of knowledge and action." The course integrates elements of ideological and political education into both theoretical and practical teaching content, combining online and offline blended learning models to achieve a synergistic effect between applied professional teaching and ideological and political education.

**Keywords:** Ideological and political education in courses, Blended learning, Enterprise Administration Management and Office Practice, The unity of knowledge and action.

## 1. INTRODUCTION

In May 2020, the Ministry of Education issued the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses," which pointed out that professional education courses should deeply explore and refine ideological values and spiritual connotations... Management courses should cultivate students' professional qualities of managing worldly affairs for the benefit of the people, providing honest services, and possessing both moral integrity and legal knowledge. [1] In November 2020, the "New Liberal Arts Manifesto" released by the Ministry of Education mentioned that liberal arts education and teaching possess both value and academic nature. Strengthening value guidance is an intrinsic requirement for the construction of new liberal arts. Integrating modern information technology empowers liberal arts education, fostering students' ability to integrate knowledge across fields and practical capabilities, focusing on the cultivation of applied liberal arts talents. However, in actual teaching practice, there exists the issue of how to

implement national educational thought orientation in various courses, "guarding a section of the canal and cultivating one's responsibility field." For example, curriculum teaching reform urgently needs to address the separation between professional education and ideological and political education, the lack of self-design and development capabilities among teachers, low self-efficacy in blended learning, and the lack of self-design and development capabilities among students, where hybrid learning becomes a formality and self-efficacy is low. How to follow the educational development orientation, meet the actual needs of social talents, use information technology in education to reform teaching models and methods, and truly improve the quality of course teaching? This paper explores how to integrate elements of ideological and political education into theoretical and practical teaching content, combining online and offline blended learning models, to achieve a synergistic effect between applied professional teaching and ideological and political education, to meet the dual needs of professional education and social post education in applied universities and

vocational colleges, and to share exploration experience with peers based on actual course construction.

## 2. COURSE INTRODUCTION

In response to the innovation of new liberal arts education in the new era and to meet the demand of enterprises and institutions for high-quality, applied office administrative talents, the course "Enterprise Administration Management and Office Practice" has been implementing a hybrid online and offline teaching model reform in the administrative management major of an applied undergraduate university since 2017. [2] Based on the actual work of administrative positions in enterprises and institutions, the course has independently designed and developed online and offline teaching theories and practice systems. [3] In 2019, the course was approved as one of the first batch of online and offline hybrid first-class undergraduate courses in Shandong Province. Subsequently, the course began systematic construction of ideological and political education, integrating elements of ideological and political education into all theoretical and practical teaching modules. Currently, through the Shandong Province Course Alliance Online Open Course platform, the course has been operational for 8 semesters, supporting the teaching needs of applied undergraduate and vocational college majors in cultivating talents for office administrative positions.

The course adopts the innovation of new liberal arts education, moral education, and the unity of knowledge and action as its teaching philosophy. Based on the actual work needs of administrative management positions in various organizations, the course is designed into three parts of teaching content: administrative strategic planning, office affairs management, and logistical affairs management. It constructs a mechanism for achieving course teaching objectives, "Understanding Principles – Understanding System – Good Thinking – Moral Clarity – Firm Action" combining various teaching modes such as blended learning, experimental practice teaching, and evidence-based analysis teaching. This approach aims to comprehensively enhance students' cognition, knowledge, skills, and abilities, helping students to possess initial employment capabilities and career development potential. The course cultivates students with high theoretical literacy, aesthetic literacy, scientific literacy, moral cultivation, innovative consciousness, and an

international perspective, aiming to develop high-quality, compound, and applied office administrative professional talents.

## 3. INTEGRATION DESIGN OF COURSE IDEOLOGICAL AND POLITICAL EDUCATION AND THE UNITY OF KNOWLEDGE AND ACTION BLENDED LEARNING MODEL

The course is based on a competency-based model for hierarchical teaching, constructing a "Comprehension of Principles – Understanding of System – Critical Thinking – Moral Clarity – Firm Action" mechanism to comprehensively enhance students' knowledge (Comprehension of Principles), skills (Understanding of System), abilities (Critical Thinking/Firm Action), and mindset (Moral Clarity), employing a hybrid online and offline teaching approach to achieve course objectives and purposes.

### 3.1 *Achieving Knowledge Transmission Objectives through the Mechanism of Understanding principles and System*

Based on the actual administrative positions in enterprises, the course is designed with four parts and fourteen modules, including an overview of enterprise administration management, administrative strategic planning, office affairs management, and general affairs logistics management. Through The mechanism of understanding principles and the mechanism of understanding system, students are helped to grasp basic management knowledge, advanced management knowledge, and applied management knowledge.

The overview of enterprise administration management includes understanding of enterprise administrative work, analysis of enterprise administrative positions, and design of enterprise administrative organizations. Administrative strategic planning includes corporate culture construction, workflow management, and planning management. Office affairs management includes reception management, travel management, document management, meeting management, and office supplies management. General affairs logistics management includes canteen management, dormitory management, vehicle management, and office environment management.

The mechanism of understanding principles is helping students master basic and advanced management knowledge through online and offline learning activities. Students complete online short video lectures by teachers before class, engage in discussions on online management stories and situational simulation videos, and understand basic management knowledge, that is, the basic principles of office administrative work, including what the work is, what it covers, and how to perform each work point? In-class teachers lecture on advanced management knowledge, including the philosophy of office administrative work, effectively proposing PSA (Problem Solving Approach) issues, using mature management models to analyze problems, integrating ideological and political elements to analyze problems, studying experiences from top domestic and international enterprises, and how to innovate work points to solve problems.

The mechanism of understanding system is helping students master application management knowledge through online and offline learning activities. Students study online learning resources for each module before class, including examples of social recruitment demands for administrative positions, examples of administrative position analysis and duty statement templates, examples of administrative position management system templates, examples of management flowcharts, and examples of refined management forms. Students master applied management knowledge, such as which position and department should undertake a certain type of administrative task? How to correctly complete the correct administrative tasks? When and where to perform what administrative work points? How to connect work points to achieve efficiency and effectiveness?

### **3.2 Achieving Competency Development Goals through the Mechanisms of Good Thinking and Firm Action**

Through the mechanism of good thinking and firm action, the learning in work scenarios is strengthened, and work training operations are completed within the knowledge learning. Team sharing and growth learning are fostered, leading to the cultivation of applied office administration talents under the guidance of the Moral Clarity (mental model transformation) mechanism. This approach aims to equip students with the initial employment position competency and career development potential.

#### **3.2.1 Firm Action Mechanism: Cultivating Initial Employment Position Competency**

The mechanism of firm action is designed to cultivate the competency for initial employment positions. Students complete fourteen online training projects, which develop their core professional skills such as project design, document writing, affairs coordination, information processing, time management, external presentation, communication and coordination, organizational planning, environmental design, resource allocation, and team combat. Online, a variety of advanced office software learning videos are provided to cultivate students' skills in using OFFICE software for documentation, XMIND for creating mind maps, Excel for Gantt charts, Edraw for fishbone diagrams, PROCESSION for flowcharts, Kujiale for office environment design, FL-BOOK for publication creation, and QuestionStar for survey design, enhancing students' advanced office software application skills. The curriculum includes offline laboratory hours, where students, while completing training project tasks, engage in virtual simulation operations on the AOPA office experimental platform. This includes department/role/position/personnel system design, personal homepage setup, email, workflow, leave and attendance, schedule/planning, vehicles, office supplies, meetings, personnel leave and transfer, and document circulation, cultivating students' OA (Office Automation) application skills for administrative positions.

#### **3.2.2 Good Thinking Mechanism: Cultivating Career Development Potential**

The good thinking mechanism aims to cultivate career development potential through management model thinking training and Problem Solving Analysis (PSA) methods, developing four dimensions of thinking. These dimensions include systems thinking, organizational thinking, strategic thinking, and innovative thinking. Thinking training encompasses seven types of management models such as fishbone diagrams, Gantt charts, PDCA method, 5W2H method, STAR situation method, and flowcharts. The PSA method (Problem Solving Analysis) includes innovation in office administration methods, intelligent administrative project development, and problem-solving analysis process training. The training process includes data collection and analysis, extracting the real issues,

"theoretical" expansion of the problem, problem representation, explanation and demonstration, and creative thinking (what if).

### ***3.3 Achieving Value Shaping Goals through Moral Clarity Mechanism by Mining Ideological and Political Elements***

The mechanism of Moral Clarity, under the innovative orientation of the new liberal arts in the new era, embodies the "four-in-one" approach, integrating value guidance into the imparting of knowledge, the study of skills, and the cultivation of abilities. It incorporates ideological and political elements into the study of advanced management knowledge, using the Moral Clarity mechanism to enhance students' emotional intelligence and cultivate their ability to shape their own work values. This aims to realize the professional ideals of having lofty aspirations (patriotic feelings, social responsibility), leading with systems and regulations (organizational vision, professional values), and thinking globally while acting locally (international perspective, work and learning view, entrepreneurial and innovative consciousness), with moral cultivation and a consciousness of lifelong learning.

#### ***3.3.1 Self-design and Development of Ideological and Political Thinking Models to Help Students Rationally Reshape Moral Cultivation***

The original ideological and political thinking models, "Three Talks and Three Adherences" professional ethics theory, Value Quadrant Method, and 1V5W2H Mind Mapping Method, combined with the PSA questioning method, integrate ideological and political elements into the study of advanced management knowledge in various modules, helping students to analyze issues from the perspective of professional ethics and values.

Examples:

- "Three Talks and Three Adherences" Professional Ethics Theory: Talk about principles and adhere to integrity, talk about rules and adhere to discipline, talk about morality and adhere to etiquette.
- Value Quadrant Method: MV for Management Value, SV for Service Value, CV for Cultural Value, DV for Design Value.

- 1V5W2H Mind Mapping Method: Value, Why, What, Who, When, Where, How, How much.

Examples:

- Using the "Three Talks and Three Adherences" model to analyze professional ethics in administrative affairs management: office supplies management, reception management, travel management, dormitory management.
- Using the Value Quadrant Method to analyze the value of corporate administrative work and the value of office environment design.
- 1V5W2H Mind Mapping Method: Under the guidance of 1V (value), analyze administrative 5W2H plan-oriented work such as annual planning, reception plans, travel plans.

#### ***3.3.2 Cultivating Students with Aesthetic Literacy, Technological Literacy, Innovative Consciousness, and International Perspective***

The original theories of Liberal Arts Quadrality, Emotional Intelligence Theory, Size Theory, and Specialization and Innovation Theory integrate ideological and political elements into the study of advanced management knowledge in various modules, helping students to learn innovation and entrepreneurship from the perspectives of humanistic spirit, aesthetics, technology, and international vision.

Examples:

- Liberal Arts Quadrality: Corporate culture as a liberal art that encompasses the nature (entrepreneurial spirit/organizational vision), expansibility (patriotic feelings/social responsibility), medicinality (cultivating people/solidifying foundations), and humanity (view of righteousness and profit/professional values).
- Emotional Intelligence Theory: Emotion (human touch/sentiment/EQ) and intelligence (wisdom/rationality/IQ) in canteen management, leading with virtue and intelligence.
- "Size Theory": Professional values and innovation and entrepreneurship in the comparative analysis of "small administration" and "big administration".

- Specialization and Innovation Theory: Technology and wisdom, innovation and entrepreneurship, international perspective, and aesthetics in the trend of corporate administrative organizational change or the trend of office environment design in top companies.

#### **4. SELF-DESIGN AND DEVELOPMENT COURSE IDEOLOGICAL AND POLITICAL BLENDED LEARNING SYSTEM**

In the context of the new era and the new liberal arts, the construction of a course teaching system is aimed at meeting the four demands of student learning, positioning the course objectives within the "unity of knowledge and action" cycle, helping students to master four professional qualities, and through the construction of a four-dimensional platform and the innovation of four integrations in teaching, cultivating students to become learning-oriented administrative talents with four literacies.

- Four demands: employment needs, interest needs, responsibility needs + self-actualization needs, highlighting student self-design and development.
- "Unity of Knowledge and Action" cycle: understanding principles, being aware of System, thinking critically, possessing moral clarity, and practicing diligently, highlighting goal orientation.
- Four qualities: mindset, knowledge, skills, and abilities, highlighting output orientation.
- Four dimensions: online, lectures, experiments, and competitions, strengthening platform construction.
- Four integrations: deep integration (information technology), interdisciplinary integration (cross-disciplinary majors), linkage integration (industry-academia-application), and embedded integration (ideological and political education), strengthening evidence-based practice.
- Four literacies: theoretical literacy, aesthetic literacy, technological literacy, and moral literacy, strengthening quality evaluation.

#### **4.1 Achieving the Unity of Knowledge and Action Through a "Four-dimensional Integrated" Platform**

The development team's practical training task book and experimental guide book integrate the "four-dimensional" platform in all aspects, including online teaching, offline lectures, advanced office software experiments, and student competitions. The teaching effectiveness is tested through the feedback mechanism for graduate work, student competition activities, and application for college student entrepreneurship and innovation projects.

#### **4.2 Realizing Student Self-design and Development Through "Four Needs"**

Diversified needs of "employment + interest + responsibility + self-actualization" motivate students' proactive learning.

- Employment Needs: A collection of administrative position recruitment information and job responsibility requirements;
- Interest Needs: Interest groups for mapping, editing, video recording, and spatial design software;
- Responsibility Needs: Each person in the team training speaks and evaluates each other using a peer review method;
- Self-Actualization Needs: Student mentors in interest groups, personal benchmarks for thinking training, and outstanding individual learning notes at the end-of-course recognition meeting (self-recommended and peer-reviewed), the strongest team.

#### **4.3 Evaluating the Quality of Course Ideology and System in a Blended Teaching Model Under the Evidence-Based Philosophy**

The course is taught based on evidence, guided by the output of course effects, and continuously improves the course.

The course conducts a psychological survey on learning through the Questionnaire Star software, demonstrating the load ratio, rationality, and acceptance of ideological and political education, online learning, and classroom learning, as well as the time and space for teaching and learning.

The course conducts a learning effect survey through Questionnaire Star software, based on comparative analysis of differentiated learning depth and breadth, and vocational quality assessment of students' mental, knowledge, skills, and abilities.

#### ***4.4 A New Plan for Cultivating Talents in Liberal Arts Courses***

The curriculum aims to cultivate learning oriented talents through six practices, including value guidance, self transcendence, improving mental models, establishing a shared vision, team learning, and systematic thinking. It cultivates cross disciplinary knowledge integration ability, practical ability, thinking ability, work learning ability, and four aspects of cultivation.

### **5. INNOVATIVE EVALUATION OF THE QUALITY OF BLENDED LEARNING IN IDEOLOGICAL AND POLITICAL EDUCATION**

The establishment of the course is based on the evaluation of the quality of ideological and political education in professional courses through the teaching practice of "evidence-based+blended" courses. The goal of evaluating the quality of ideological and political education in curriculum establishment is to integrate values into knowledge transmission, skill learning, and ability cultivation. The mixed teaching data source for evaluating the quality of ideological and political education in courses is "four integrations and one cycle".

The theoretical innovation of the curriculum lies in proposing the "evidence-based blended" teaching method for ideological and political education, as well as the innovative method of curriculum integration. The practical innovation of the course lies in the use of evidence-based teaching data, including demand evidence, process evidence, outcome evidence, and value evidence, to summarize generalizable strategies for improving the quality of ideological and political education in the course.

### **6. CONTINUOUS DEVELOPMENT OF IDEOLOGICAL AND POLITICAL EDUCATION IN BLENDED COURSES**

#### ***6.1 Continuous Development Plan***

##### ***6.1.1 Self-Design and Development Upgrade by Teachers and Students***

Utilizing the Kujiale software, teachers and students collaborate to develop panoramic scenes of office areas such as meetings and receptions aims to upgrade existing student situational simulation performances, which are recorded with classroom backgrounds, to enhance the effectiveness of situational teaching. Additionally, engaging in remote conference dialogues with outstanding graduates in administrative offices will deepen online teaching.

##### ***6.1.2 Strengthening Industry-Academia-Research Cooperation***

The teacher team participates in the Ministry of Education's collaborative education project between industry, academia, and research, increases course internship bases, and provides internships for administrative outsourcing companies.

##### ***6.1.3 Ongoing Evidence-Based Teaching Research***

The course is based on online learning resources every semester, and the effectiveness of blended learning and ideological and political education in the course is investigated through Questionnaire Star software. Through online data analysis of blended learning, such as the acceptance and sense of achievement of ideological and political education, the effectiveness of online and offline, theoretical and experimental teaching is continuously improved.

##### ***6.1.4 Construction of Model Courses for Ideological and Political Education***

The course summarizes the distinctive experiences of ideological and political education within the "Moral Clarity" mechanism of the course, efforts are made to build model courses and teaching teams for ideological and political education.

## **6.2 Direction of Course Reform and Improvement Measures**

In terms of self-design and development of online learning resources, nearly 100,000 words of online learning resource texts have been self-designed and developed, based on which course training materials are compiled. Relying on the online course platform of the Shandong Province Course Alliance, active participation in platform teaching competitions is encouraged to expand the course's reach to schools. The course system is continuously improved in line with the times to meet the dual demands of applied undergraduate universities and vocational colleges for professional education and the education for positions in enterprise and public office administration.

## **7. CONCLUSION**

The blended learning model has become an inevitable trend in the reform of traditional teaching models, and ideological and political education in courses has also become a necessary content to enhance the value of courses. Therefore, a qualified teacher must continuously design and develop curriculum teaching models, teaching content, and teaching methods, solve the problem of separating professional education and ideological and political education, integrate curriculum ideological and political elements into theoretical and practical teaching content, and combine online and offline blended teaching models to achieve a synergistic effect between professional knowledge teaching and curriculum ideological and political education, in order to cultivate talents with high professional qualities, professional knowledge, and professional competence.

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