From Rejection to Delight: The Change of College Ideological and Political Teachers' Attitude Towards Blended Teaching

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Abstract: This paper takes a case study approach to analyze the changing attitudes of a university's Ideological and Political teachers to blended teaching as a mode of teaching. Data were collected through interview, observation, and material collection methods and studied in a combination of contextual and analogical analysis to classify the stages of attitude change in teaching as passive receivers, struggling pioneers, calm thinkers, and busy sharers. Finally, the causes of attitude change were analyzed in the context of the new institutionalist theory.

Keywords: blended teaching; ideological and political theory course; teaching philosophy

1. Introduction

On June 21, the National Working Conference on Undergraduate Education in the New Era was held at Sichuan University in Chengdu, Sichuan Province, The conference emphasized the need to thoroughly study and implement Xi Jinping's socialist thought of the new era with Chinese characteristics and the spirit of the 19th Party Congress, comprehensively implement the spirit of General Secretary Xi Jinping's important speech at the symposium for teachers and students at Peking University on May 2, adhere to the principle of "based on this" and promote the "four returns", accelerate the construction of high-level undergraduate education, comprehensively improve the ability of talent cultivation, and create a new generation worthy of the great task of national rejuvenation, Moe. (21AD, June 20). The importance of undergraduate education is self-evident. In addition, General Secretary Xi has also made clear on several occasions the shaping and cultivation of socialist core values for youth and used the analogy of "tying the button" as a metaphor, the formation of values in the stage of youth is lie a person tying a button, if it is "wrongly tied" at the beginning, then it will be wrong step by step and eventually go astray. The formation of values in the youth stage is like a person tying a button, if it is "wrongly tied" at the beginning, then it will be wrong step by step and eventually go astray. Thus, undergraduate education is a crucial stage in the formation of young people's values, and the establishment of socialist core values has a clear guiding effect on their development. The current undergraduate ideology and political courses mainly include "Principles of Marxist Philosophy", "Introduction to Deng Xiaoping Theory", "Introduction to Mao Zedong Thought", "Contemporary World Economy and Politics", "Moral and Ethical Cultivation", and "Outline of Modern and Contemporary Chinese History". Nevertheless, some Studies have shown that the teacher as the dominant in the teaching process of ideology and political class, ignoring the major position of students (Lang, T., & Bai, B, 2016). For example,

the lack of student interaction in the course, the failure to provide students with opportunities to express their own views, and the inability to create a platform for students to express their personalities. To summarize, the dilemmas of the undergraduate teaching of ideological and political classes can be roughly divided into four categories: (1) the inability of the classes to enter the hearts of students; (2) the overlap between the contents of the teaching materials of the general university classes and those of the middle school classes; (3) the overly theoretical nature of the courses and the lack of practicality; (4) the traditional teaching methods, which cannot fit the psychological characteristics and needs of contemporary college students(Lang, T., & Bai, B). As an important part of higher education, the ideology and political course has the function of educating people and is the main way to carry out systematic ideological and theoretical education for college students (Xie, Huiyuan & Li, Yanting, 2016). How to improve the teaching ability of college ideological and political teachers, enhance the quality of teaching, adapt to the general environment and trend of education development, so as to better play the nurturing goals and functions of the ideological and political course, has become the main task of the college political science course.

According to Singh and Reed (2001) of the American Society for Training and Development, Blended learning focuses on optimizing achievement of learning objectives by applying the "right" learning technologies to match the "right" personal learning style to transfer the "right" skills to the "right" person at the "right" time. Simply put, Blended Learning can be described as a learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery. Orey(2002) defines blended learning from the perspective of the learner, the teacher or instructional designer, and the educational administrator, from the learner's perspective "blended learning" is the ability to select equipment, tools, technology, media, and materials that match one's knowledge and learning style to help one achieve learning goals; from the perspective of teachers and instructional designers, "blended learning" refers to the effective organization and distribution of valuable resources (e.g., equipment, tools, technology, media, and materials) to achieve instructional goals; from the perspective of educational administrators, "blended learning" is primarily viewed from the perspective of Cost-effectiveness in organizing and allocating resources to achieve instructional goals. In 2003, Professor He Keqiang (2004), who was then the director of the Teaching Steering Committee of Educational Technology in Higher Education of the Ministry of Education, introduced the concept of blended learning at the 7th Global Chinese Computer Education Application Conference, and since then blended learning has started to spread in China's education field. He believes that blended learning is a combination of the advantages of E-learning (digital learning or online learning) and traditional learning methods, which means that it is necessary to play the leading role of teachers to guide, inspire and monitor the teaching process while fully reflecting the initiative, enthusiasm and creativity of students as the main body of the learning process.

As the main mode of online teaching concept in blended teaching, MOOC has been developing vigorously since the year of 2012, and many top universities in China have joined the ranks of offering MOOC. In terms of cooperative MOOC, Tsinghua University, Peking University, Fudan University and Shanghai Jiaotong University have joined edX and Coursera to align with international high-level MOOCs and learn its concept and model of blended teaching; in terms of independent MOOCs, China has also launched "Xue Tang Online", "Good University Online", "Good University Online", "Good University Online" and "Good University Online". In terms of independent MOOC, China has launched a series of MOOC platforms such as "Xue Tang Online", "Good University Online", "Netease Cloud Class", "Netease Open Class", "China University MOOC", etc. A series of Mooc platforms have been launched in China. In the context of the promotion of blended teaching and MOOC, universities have also tried to combine ideological and political courses with MOOC. Gao Guoxi and Chen Dawen(2015) of Fudan University have developed a MOOC on ideology, moral and legal foundations through the "Wisdom Tree" platform, focusing on students' development and cultivating intrinsic needs, and improving teaching methods. Since 2016, Central South University has been carrying out a blended teaching reform for the Outline of Modern and Contemporary Chinese History course based on the "China University MOOC" platform. The online teaching module includes the course resources and online Q&A, while the face-to-face classroom module includes the important and difficult points, special lectures and student

keynote speeches (Weng He Kai & Li Luo,2016). As a key course to implement the fundamental task of educating people with moral values, the importance of the ideology and politics course is self-evident. How to combine the ideas of blended teaching with ideology and politics courses in higher education? How can ideology and politics courses cope with the educational changes brought by blended teaching so that they can become the "golden courses" in universities? Based on this, this study attempts to investigate how the attitude of higher education ideology and politics teachers towards blended teaching has changed.

2. Research Design

2.1Research Methodology and Sources

This study adopts a case study approach, and in accordance with the principles of purpose and convenience, a teacher W, who is a teacher in an ideological and political course- the Outline of Modern and Contemporary Chinese History at a university, was selected as the research study. The reasons include firstly, Mr. W has been carrying out blended teaching reform for the course he has undertaken since 2014, and the teaching concept, teaching materials and teaching mode have been constantly updated and iterated for many years and have been more fixed and shaped. Secondly, Mr. W also researched and thought about the blended teaching model while undertaking the teaching materials of the course and published two relevant papers. We believe that Mr. W has a deeper understanding of the concept of blended teaching and a deeper accumulation of knowledge, which is more conducive to the development of the study. Finally, Mr. W was willing to participate in the study and share his experience to facilitate the smooth conduct of the study.

This study used the interview method, observation method, and material collection method to collect research data. The two formal interviews included a 50-minute formal interview, a 90-minute in-class observation, a complete MOOC courseware of the course, and two papers written by the subjects related to the course philosophy, which are shown in Table 1. The accompanying observation and the MOOC courseware were used to understand the application of teacher W's teaching concept, and teacher W's paper was helpful for us to have a deeper understanding of teacher W's teaching concept.

Table 1: *Data collection*

TYPE	NO	COLLECTION DATE
OBSERVATIONVRECORDS	O-20190318	20190318
MOOC COURSEWARE	A-20190318	20190318
INFORMAL INTERVIEWS	I-20190318	20190318
FORMAL INTERVIEWS	I-20190320	20190320
PAPERS WRITTEN BY MR. W	P-20190321	20190321
	P-20190322	20190322

2.2 Information analysis

A combination of contextual and class analysis was used to conduct this study on the data. From the perspective of contextual analysis, this study presents a timeline of the attitudes and related behaviors of the subjects when offering blended learning courses. In late 2014, Mr. W was "given the task" of recording the MOOC "involuntarily" and "reluctantly". As a "young" (as opposed to senior), "associate" (as opposed to full professor) faculty member who had not studied abroad (as opposed to L's visit to Stanford), W "passively" took on this assignment.

In 2015, Ms. W. began to participate in the recording of MOOC lessons and the experiment of blended teaching. The organizer of the MOOC (Xue Tang Online Inc.) provided relatively

sufficient funding for the recording of each lesson, which was higher than the average at this stage. As the organizer and recorder of the MOOC, Xue Tang Online can provide professional technical support, but not historical knowledge. In addition, Mr. W is "a little bit more particular" and requires that the pictures in the MOOC match the actual era. For example, "If the material uses Chairman Mao's speech in 1938, I want you to match the closest picture of Mao in 1938. If there is a photo of Mao Zedong making the speech in the original scene is better, no, then find the closest 1938 Mao Zedong photos. But the director started to put a photo of Chairman Mao after the founding of the country, and it was not right at first glance, which I could not tolerate as a history veteran." As the director of the course, Mr. W would make individual changes to each of such problems, which undoubtedly consumed a lot of Mr. W's time and energy. In 2015, Mr. W pounced all his energy on the application of blended teaching physically nearly dragged down, and 2015 was also the only year when Mr. W did not publish a single academic paper. In addition, because the first year of the MOOC was a side-by-side online format, it was also the richest year for blended learning content. W tried to provide various forms of content but was not able to fully take on the full blended learning vision. "It was a half-blended year," with offline lecture content but not compulsory. "That year the MOOC was the focus" with 7 small group discussions (only 4 since) and 3 master lectures (only one in 2016 and 2017, none in 2018, and still under consideration for 2019) but all optional and non-compulsory. After completing the 2015 course, Mr. W. felt "sorry for the students who took the course" because they learned the basics, "the MOOC should be taught according to the school, for our university students, only the MOOC, the students will 'not eat enough '." In the 2016 and 2017 courses, Mr. W adjusted the lecture mode. The ratio of compulsory offline content to online content is 6:4. The content of the course "has not changed much", except that the number of small group discussions and master lectures has been reduced to 4 and 1 respectively. With the previous attempts to teach, Mr. W also said that his personal experience is getting richer and richer, and he is able to handle it with ease. At the same time, the service level and management level of the Xue Tang Online company continued to improve, and the background data became more diversified, which also provided support and guarantee for Mr. W. The success of the course is not in vain, and in 2017 the course was also selected by the nation as a national quality course.

In 2018, Mr. W improved the content of the course by eliminating the lectures by master teachers and replacing them with more informative small group discussions and offline lectures. 2018 was also the first year that the course started to use "Rain Classroom", a teaching aid, without any group training before using it. The person who is in charge of the classroom has visited Mr. W's office several times to mobilize the use. "The best way to learn is to learn by using", and it is not difficult to learn without systematic training. "Rain Classroom" can assist teachers to sign in and also test students' attention. Through W's exploration and experimentation, Rain Classroom was first tried in our small classrooms in spring 2018 and was also used in large classrooms at other universities in the autumn. The difference between small classrooms and large classrooms is the core bottom line. For large classrooms, it is difficult to know whether students are present without Rain Classroom to assist with check-in. The small classroom does not need to set attendance scores, so "a quick glance will probably tell you who is here and who is not".Mr. W will also check the students' attendance status based on the question-and-answer module. In one of the classes we observed, the class scored an average of 1.4 on the accompanying questions, while in another class with similar content, the average score was only 0.3. Although there was some variability in the content of the questions, the huge gap in mean scores pushed Mr. W to consider how to balance the content of the accompanying questions and the evaluation criteria. As W gained more experience, he began to reflect on blended learning as a teaching model. When participating in teaching seminars and attending lectures invited by other universities, Mr. W also uses blended teaching. Regarding the proportion of blended teaching in different schools, Mr. W thinks that if the proportion of our school is 60% offline, local universities "should not be less than 20 to 30, at least one third".

For the future trend of this course, Mr. W said how to proceed, how much the proportion of mixed or resource-related, after all, blended teaching itself is a high-cost, luxury type of course. When the number of teaching assistants is no longer more than 20 (7-8 from the college, 15 from the Xue Tang online company), "I will not engage in blended teaching", traditional teaching is better "handle". For the form of teaching, Mr. W believes that there is still a need to

diversify, "there is no need for a one-size-fits-all, or to diversify, other professors of the course as popular." Theoretically speaking, as long as the resources are sufficient, the more fully mixed ratio the better ideology class, each school should combine their own characteristics, their own faculty resources, the characteristics of the teacher, arrange a different proportion of mixed. "Blended teaching must be appropriate for the school, depending on the teacher." By considering the trend, despite the previous statement of "not rejecting", Mr. W is also vaguely "complaining": after the start of blended teaching, his own teaching assessment score is down. "I used to be number one in the faculty," said W. Because there are more teaching parts, students' dissatisfaction with any of them will be reflected in the faculty assessment. "It used to be about managing yourself, but now it's about managing a TEAM of 20 people." "So blended teaching actually he is still a relatively emerging, in the exploration of things, he is a more extravagant, one to use more educational resources of such a new thing."

From the perspective of category analysis, we coded the interview data. Where GT represents the teacher, and the serial number represents the teacher's discourse tertiary coding.

Table2 Interview Coding

Level 3 Code	Level 2 Code	Level 1 Code
Mr. W's teaching philosophy.	Support for blended learning. Oppose purely online teaching	(GT1) 100% online courses are not compliant (GT1) Do not reject new things (GT5) Traditional teaching and blended teaching cannot be evaluated by one standard (GT7) Do not know much about certain detailed features of rain classroom (GT12) Have not participated in relevant training, hands-on is the main focus (GT28) Prepare seriously for MOOC (GT39) Turn off bulletin to prevent flattery (GT42) Small group discussion offline cannot guarantee quality (45) Relying only on online is not possible (GT53)
Mr. W is a passive recipient and struggling pioneer of blended teaching tasks.	Initial difficulties. High cost of blended learning. youth as the main reason for blended teaching	No mind to deal with blended teaching in 2015 (GT2) Passive to carry out blended teaching (GT3) Named as a national quality course (GT4) When operating PPT, students point not to understand is invisible (GT6) More experience with blended teaching (GT11) Many parts of blended teaching, affecting the assessment score (GT16) Blended teaching is a luxury (GT18) During the preparation of blended teaching It is very tiring (GT20) Teachers are not involved in post-production of MOOC (GT21) Energy is all on line (GT22) Course preparation is intense, teaching while filming, only two classes available (GT24) Old professors are not willing to participate (GT26) Commercial operation of MOOC (GT29) The cost of MOOC production is high at the beginning (GT30) The cost of MOOC production is decreasing year after year (GT31) MOOC production is easy (GT32) Content is much easier than traditional classroom (GT33) Young faculty and associate professors are doing it (GT34) Youth is the main reason to carry out blended teaching (GT35) Started to try Rain Classroom since last year (GT38) Liberal arts courses are relatively easy, students ask less questions with Rain Classroom (GT43) Small classes are familiar with students (GT46) Didn't do other work for a year (GT48) Affected research Output (GT49) Affected my body (GT50) Getting more experienced (GT51) High cost of producing early MOOC (GT52)
Mr. W's attitude towards the implementation of blended teaching。	Conscientiousness. Teaching from teacher to teacher.	Repeatedly prepare their own line scripts (GT13) Implementation process of blended teaching (GT14) Blended teaching to supervise student sign-in (GT17) Can understand students' difficulties (GT23) Won't go through data in class (GT25) All give full marks online and closed-book exams offline (GT36) Unification of ideology and politics with history and science (GT40) Learning analysis through data (GT41) Favorite roll-call function (GT44)

Mr. W's reflections on the process of implementing blended teaching.	Insufficient difficulty. High number of teaching assistants. High strength of technical services	Sorry for the students who took the course in 2015, the course content is not deep enough (GT10) Blended teaching requires a lot of student autonomy (GT19) There are as many teaching assistants assigned to large classes and small classes (GT8) Support from schools with a lot of teaching assistants (GT9) Blended teaching consumes more educational resources (GT15) Without more than twenty teaching assistants, blended teaching cannot continue (GT27) 60% is needed offline in our school and no less than 30% offline in other schools (GT37) The service level of the XUETANG online company has improved (GT47) Teaching assistants have increased and are not as tired (GT54)

3. Change of teachers' attitude towards blended teaching mode

Stage 1: Passive recipient
The initial phase of Mr. W's blended teaching implementation can be described as initially difficult. First, the high cost of blended teaching, and second, the task nature of the blended teaching reform itself, rather than the spontaneous behavior of the teacher. The exogenous nature of motivation led Mr. W to attribute her implementation of blended learning to her age, i.e., "I am asked to do it" rather than "I am going to do it". The lack of internal motivation required stronger external incentives, and the external support that W received during the implementation process was strong, especially at the technical and managerial levels, which was alarming. The scale of 20 teaching assistants for one course was beyond the average teacher's perception, and the shift from a single-team to a team-based approach represented a strong external force that wanted to make the implementation of blended teaching a success.

Stage 2: Struggling pioneers
Mr. W faced a lot of internal struggles and entanglements while implementing the blended teaching reform. Through the analysis of the data, we found that Mr. W experienced "no initiative" and "reluctantly" to "completely devoted to that, very tired". "The only year, there was not a single paper" to "not rejecting blended teaching" to "so blended teaching is still a relatively new and exploring thing, it is a relatively extravagant, a It is a new thing that requires more educational resources". The teaching experience goes through five stages: acceptance, devotion, implementation, management, and reflection, and is characterized by external forces and great teacher input. According to the opportunity cost theory, individuals give up the opportunity to engage in one activity and give up another activity or give up another kind of income when they use certain resources to obtain a certain kind of income. After Mr. W chose the blended teaching model, it means that he gave up using his original time and energy to publish academic papers (not doing other work for a year GT48 , affecting research output GT49 , tired during the preparation of blended teaching GT20), exercise (tired during the preparation of blended teaching GT20 , affecting his body GT50), traditional teaching methods (100% online courses are not eligible GT1, do not reject new things GT5, traditional teaching and blended teaching cannot be evaluated across the board GT7), part of the teaching quality (offline small group discussion cannot guarantee quality GT45 relying only on online is not possible GT53), high satisfaction rating of students before teaching (blended teaching sessions are many, which affects the evaluation score GT16). Despite the seriousness of teachers' teaching attitudes, students' learning results are often unsatisfactory. During the interview, Mr. W said straightforwardly that the course content difficulty could not meet the students' requirements well and felt sorry for them.

Stage 3: The Calm Thinker
In addition to the teachers themselves to the cost of the implementation of mixed teachers in the process, the implementation of the school also bears a lot of costs. (Blended teaching is a luxury GT18, teachers are not involved in the late MOOC production GT21, as many teaching assistants as are assigned to large classes and small classes GT8, get support from schools with

many teaching assistants GT9, blended teaching uses more educational resources GT15, without 20 or so teaching assistants, blended teaching cannot continue GT27, offline needs 60%, other schools offline no less than (30% GT37). Compared with the cost of individuals and schools, the benefits are mainly in terms of student learning outcomes. After the blended teaching reform, students' learning autonomy is required to be higher (blended teaching requires strong student autonomy GT19), and the teaching materials are also required to be more suited to students, otherwise students will react to not having enough to eat. (Sorry for the 2015 students, the course content is not deep enough GT10). For the teachers, the benefits are mainly focused on the courses taught being rated as national quality courses (GT4), and some software applications provide help for teaching when teaching offline. (Learning analysis through data GT41, like the function of roll call GT44)

At the beginning of the implementation of blended teaching, according to the interview results, it is easy to find that to some extent, the costs are more than the benefits. The benefits were relatively disproportionate compared to the input of the school, the college, the online office, and the teachers in it. The college and the online office staffed Mr. W with as many as 20 teaching assistants for the course, which was a relatively high drain on teaching resources. According to marginal cost theory, the incremental amount of total cost per unit of new product produced (or purchased). Although the cost of building a course is currently high, it has dropped from over RMB 200,000 at the beginning to tens of thousands of dollars a course currently. In addition, the cost for faculty to implement a blended course has been decreasing as the corresponding support facilities for blended teaching have been gradually improved. Besides explicit costs, hidden costs such as student acceptance and instructor proficiency will also slowly decrease. According to the marginal cost curve, as a new thing in higher education classroom teaching, the costs and benefits will gradually reach a balance in the long run.

Stage 4: Busy sharer
During the interview, Mr. W received a phone call (after a long ringing time), and the caller was inviting Mr. W to make a presentation for an academic conference as an expert in blended teaching implementation. Mr. W's reply was quite interesting: he was really too busy and sorry that he could not attend, but he could organize the text materials and PPTs and send them to the conference organizer. According to the information obtained by us, there are many similar communication and sharing activities for Mr. W. As a pioneer of hybrid teaching reform, many universities and academic communities invite Mr. W. to share his experience.

4. Conclusion and Discussion

New institutionalism emerged in the 1970s and 1980s as a powerful critique of the old institutionalism and behaviorism, and since the 1990s it has been adopted and applied as an interdisciplinary trend in disciplines such as political science, economics, and sociology. In particular, new institutionalism emphasizes that the behavior of individuals in organizations and institutions is strongly influenced and conditioned by the institutional environment and organizational field. New institutionalism includes formal institutions such as laws, rules, rewards, and punishments as well as informal institutions such as proof of eligibility, recognition of qualifications, and shared beliefs. New institutionalism believes that institutions have the value function of shaping human behavior, and that individual or collective human behavior is conditioned to varying degrees by the external institutional environment (Zhao Min,2018).

Teaching concept and teaching culture are the indispensable components of the teaching system of universities. Firstly, teaching concept is formed by historical tradition, custom, educational experience and knowledge accumulation; secondly, teaching culture is constructed by emotional awareness, practical reflection, rational design and systematic rules, which is the behavior pattern and teaching standard formed in the long-term teaching practice. The cultural system of teaching system can regulate the behavior and mutual relationship among teaching subjects (Zhao, Zhe & Yang, Yi-Fei,2016). In this study, we analyzed the teaching philosophy of the first group of teachers who implemented blended teaching at a university, and Mr. W experienced the process of emergence, implementation, and reflection. As one of the first to

take part in the "higher education teaching reform", Mr. W's individual teaching experience also reflects to some extent the development of higher education in China.

Online MOOC, rainy classroom, and collaborative learning led by teaching assistants are some of the key words of blended teaching. What Mr. W practiced was not only the mix of online and offline, but also the mix of resources and activities. The development of Internet brings continuous innovation and changes in teaching mode, and information technology plays an increasingly important role in the reform of teaching mode of college courses. Through the dialogue with literature, we can understand that the blended teaching mode based on MOOC has the characteristics of convenience, personalization, interactivity, sharing and openness. Many students' learning interests and subjective motivation are also stimulated, however, as the first batch of college teachers implementing the blended teaching reform, doubts still occupy a large part in the face of a bewildering blue ocean of college teaching.

New institutionalism argues that only when the expected benefits of institutional innovation are greater than the expected costs do innovative agents have the will or incentive to supply institutions (Liu Yi, 2017). Teaching reform in higher education is a special form of institutional reform, and the subjects of teaching reform in higher education, including but not limited to teaching administrators, teachers and students, all consider the benefits of institutional innovation for themselves. As analyzed earlier, Mr. W paid a lot of individual costs upfront, including time, energy, health, and research, etc., in order to implement blended teaching, and the school, college, and online office also paid a lot of costs. However, from the perspective of the future, these upfront costs will certainly gradually decline, so that in the future there will be more teachers with the appropriate information technology teaching concept, for this part of the teacher, only a small cost to implement a complete blended teaching. Mr. Lu Xun once praised the so-called first crab eaters, "admirable" and "warriors". For the "crab" thing, the first to eat certainly bear certain risks and costs, but the benefits are also more lucrative in comparison. For example, they can introduce the "crab eating experience", "which part of the crab can be eaten and which part is delicious" We also know from the interviews that early implementers of blended teaching receive strong support from external stakeholders, while this support tends to be much weaker in later years. While eating the crab, the pioneers may have had their fingers pricked by the crab pincers or been wrapped up in a great sense of isolation. The pioneers of blended teaching are constantly playing with themselves in order to reach a better state between input and output. Mr. W, who has completed the "0 to 1" process of blended teaching, and other outstanding teachers will complete the rest of the "1 to 10" process. The pioneers and the followers are not a zero-sum game, but a win-win model.

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