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Research on the Application of the "Political Education + Artificial Intelligence" Model in Cultural Quality Courses in Colleges and Universities

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Abstract: Currently, the concept of "big Political Education" and the application of artificial intelligence technology in curriculum construction are highly compatible with the guidance of the Ministry of Education on the construction of cultural quality courses in universities. By constructing a knowledge graph of Introduction to Chinese Culture and applying artificial intelligence technology to the teaching design, learning monitoring, and teaching process management of this course, the smart classroom teaching model can be fully implemented in the Introduction to Chinese Culture course in universities. On this basis, this article proposes a specific application plan of the smart classroom teaching mode in the course of Introduction to Chinese Culture in universities, and analyzes its application effectiveness, providing reference ideas for the construction of similar cultural quality courses. Through these explorations and practices, the smart classroom teaching model not only improves the teaching effectiveness of the course, but also provides valuable experience and innovative ideas for the construction of other cultural quality courses.

Keywords: Political Education; Artificial Intelligence Courses; Introduction to Chinese Culture; Universities

1. Introduction

On August 23, 2022, the Ministry of Education, together with ten other departments, issued a significant plan titled “Work Plan for Comprehensively Promoting the Construction of ‘Large Political Education’”. This plan deeply elaborates on the crucial significance and urgency of constructing the ‘Excellent Traditional Chinese Culture’ course module. On July 29, 2024, Vice Minister Wu Yan also proposed a new concept of "building a systematic artificial intelligence general education curriculum system" with great foresight. He emphasized the need to subject specific knowledge and ability maps. This will effectively promote the transformation of educational concepts from traditional "knowledge centers" to modern "ability centers". "This approach has broken the single-subject teaching model, promoting a transformation towards multi-disciplinary collaboration in universities".[1]

The course "Introduction to Chinese Culture" is not only a core component of cultural education, but also plays an important role as a bridge for inheriting and promoting traditional Chinese culture in agricultural and forestry universities. By utilizing advanced AI technology, this course will be organically integrated into the "Political Education" construction system, and a systematic course reconstruction and reform practice will be carried out. This measure not only conforms to the national policy orientation, but also meets the urgent needs of the times, laying a solid foundation for cultivating new era talents with profound cultural literacy.

At present, there are few achievements in introducing "Political Education + artificial intelligence" into the teaching of Chinese cultural courses in universities. Existing research or case studies analyze the relationship between Political Education and informatization, or focus on the connection between cultural courses and ideological and political education, such as Yu [2], Sun [3], Ma et al. [4].

There are few latest achievements in combining "Political Education + artificial intelligence" with the teaching of "Chinese culture" courses in universities in the above research. Integrating the construction concept of "big Political Education" with "artificial intelligence"

technology not only helps to efficiently achieve the value goals of cultural quality courses in universities, but also effectively bridges the gap between theoretical teaching and practical teaching, promotes the close integration of classroom teaching with social development, and truly realizes the smooth transition from knowledge learning to ability cultivation, achieving the integration of knowledge and action.

2. Application Plan of "Political Education + Artificial Intelligence" Mode in Cultural Quality Courses in Colleges and Universities

Based on a thorough investigation of the current situation of cultural courses and the construction of the "Great Ideological and Political Course" system in universities, the integration of cultural course teaching and AI technology, and the integration of cultural course teaching and ability cultivation, this study aims to address the difficulties of "hard integration of Political Education", "asynchronous teaching mode with the times", and "mismatch between knowledge transmission and ability needs" in cultural quality courses in universities. It conducts research on the reconstruction and improvement of the "Introduction to Chinese Culture" course in universities based on "Great Ideological and Political Course + Artificial Intelligence".

"Practical teaching based on theoretical teaching is an inevitable measure to further consolidate theoretical teaching knowledge, promote the integration of learning, thinking, and application, and unify knowledge, belief, and action." [5] We adhere to a problem oriented approach, a cultural education philosophy, and a perspective on the development of the times in our curriculum construction. In response to the national call for the construction of the "Great Ideological and Political Course" system and the acceleration of the construction of the artificial intelligence curriculum system, we combine ideological and political elements with the content of the "Introduction to Chinese Culture" course, and use innovative methods such as AI technology and knowledge graphs to promote the synchronization of curriculum teaching with the development of the times, in order to cultivate new youth with a sense of responsibility and innovative spirit for the times. Refactoring the content and improving the teaching mode of the course "Introduction to Chinese Culture" from four aspects: ideological and political education, teaching mode, teaching practice, and teaching evaluation. Building a three-dimensional reconstruction curriculum teaching model based on smart classrooms, which includes "one benchmark, one reconstruction, one evaluation, two platforms, and three integrations", aims to comprehensively improve the teaching effectiveness of the "Introduction to Chinese Culture" course through three aspects: knowledge transmission reform, innovation ability cultivation, and ideological and political education effectiveness. "Traditional ideological and political classrooms have designated times, designated classrooms, fixed desks and chairs, established lesson plans, and definite answers." [6] Smart classrooms further enhance teaching effectiveness through intelligent tablet terminals, students' independent exploration, collaborative communication, and active innovation, as well as teachers' on-screen display and timely feedback on students' learning outcomes. The application of smart classrooms, as shown in case studies, can effectively promote personalized learning and enhance students' thinking abilities.

2.1 Benchmarking the Content of Introduction to Chinese Culture with Political Education

In order to match the development of the information age, the Chinese Culture course abandons the traditional teacher led teaching method and innovatively adopts the SPOC hybrid teaching mode that combines online and offline teaching. With the advanced technology of AI artificial teaching assistants and knowledge graphs, it cleverly integrates political education into classroom teaching through the three ways of "intelligent teaching, intelligent learning, and intelligent action". It focuses on the four aspects of "executors, coverage, methods, and functions", implements the four-pronged curriculum thinking of "political + knowledge", "political + practice", "political + evaluation", and "political + teacher", and combines the theoretical knowledge of curriculum culture with mother tongue confidence, cultural confidence, ecological civilization, sustainable development, benchmarking political education in courses such as strengthening agriculture and promoting agriculture. "construct situational learning spaces has effectively promoted the theoretical

absorption and practical transformation of Political Education by college students."[7] By ingeniously integrating values guidance into knowledge transmission and ability development, the content of this course complements ideological and political theory courses, achieving a harmonious unity of studing and practice, “Based on the perspective, the teaching scenario of Political Education should fully demonstrate the explicit educational advantages of the course itself, which is the main approach."[8] It is also conducive to fully utilizing the ideological and political education function carried by the curriculum, forming a synergistic effect, and constructing a comprehensive and all-round education pattern for all staff, thus achieving the fundamental task of cultivating morality and talents.

2.2 Reconstruct the Knowledge System

Some people believe that the key to the construction of " Political Education" lies in "optimizing and strengthening the" big system ", Using the" big classroom ", building and utilizing" master resources ", jointly building and sharing" big data ", and constructing a new pattern of collaborative education of" big Political Education ". [9] However, we believe that the key to "Political Education "lies in the construction of the knowledge system, especially the compilation of knowledge graphs that are in line with the digital background. By utilizing knowledge graphs and artificial intelligence, the course content of Introduction to Chinese Culture will be modularized and reconstructed, creating diverse teaching modules such as "History and Culture", "Language and Culture", "Philosophy and Culture", "Folklore and Culture", and "Science and Culture" based on the forefront of the discipline, with a focus on "knowledge + topics + cases + projects". By utilizing the dual platforms of the national-level online first-class course "Chinese Language and Chinese Culture" and the provincial-level blended first-class course "Introduction to Chinese Culture", a collaborative mechanism between teachers and students in blended learning will be implemented to enhance the innovation and foresight of the teaching of the Introduction to Chinese Culture course.

2.3 Develop an E-Learning Platform

“The application of digital technology can not only improve teaching efficiency and quality, but also promote interaction between students and teachers."[10] At present, the Introduction to Chinese Culture course has been recognized as one of the top online and offline courses in Jiangxi Province. On the Chaoxing Fanya platform, we will build multi school collaborative cutting-edge online cultural lecture resources and auxiliary learning resources around three aspects: "theoretical knowledge imparting", "cultural skills training" and "cultural quality expansion. And carry out intelligent blended learning reform through online and offline teaching modes. At the same time, utilizing the course practice platform of the academic research competition, a teaching practice of "knowledge + topic + project + case + competition" is carried out, aiming to enhance the pertinence of the Chinese Culture Introduction course teaching and achieve the alignment of course teaching with social needs.

2.4 Building an Advanced "Three Integrations" Course for Introduction

Based on the characteristics of our school's students and course objectives, the teaching content is tailored to local conditions, and a knowledge graph is implemented throughout the course, integrating information resources to achieve diversified integration of teaching resources both online and offline, as well as on and off campus. At the same time, the team teachers update the resources in a timely manner, keeping up with the times, so that students can obtain professional related materials in the first time. Stimulate students' interest in learning, cultivate their innovative thinking and abilities.

2.5 Establish a Multi-Dimensional Evaluation System

Course evaluation is the soul of teaching effectiveness. Digital technology, with its unique advantages of open sharing, dynamic storage, and high-speed circulation, plays an important role in innovating evaluation methods, expanding evaluation dimensions, and optimizing evaluation processes.[11] Therefore, we have established a two-way evaluation system for students and courses. In order to build a multi-dimensional evaluation model for students that emphasizes process, ability, and quantifiability, the "four steps six assessments dual assessments" approach is adopted, focusing on classroom learning, MOOC monitoring, quantitative research and practice, and phased

grades. The "six assessments (MOOC testing, phased reporting, classroom interaction, expert evaluation, intra group mutual evaluation, inter group mutual evaluation)" and "dual assessments (process based assessment, multi subject evaluation)" methods are adopted to change the convention of one teacher grading, enhance learning effectiveness and students' sense of achievement. For courses, students can use the online course intelligent evaluation system to grade and evaluate the courses online. Through two-way evaluation, achieve teacher-student interaction and improve teaching.

3. The Specific Path and Value of the "Political Education + Artificial Intelligence" Model in the Teaching of Cultural Quality Courses in Universities

3.1 Build Intelligent "Knowledge Practice Evaluation Teacher" Four Terminal Teaching

Through the national and provincial-level digital first-class curriculum platform for cultural courses, in response to the current forward-looking cultural cultivation challenges, we use AI technology and independently developed curriculum knowledge graphs to refine the course content into modules such as "history and culture" and "language and culture", and deeply extract each module.

From the perspective of the "Political Course", we need to consider the "broad temporal dimension, three-dimensional spatial dimension, and diverse organizational dimension".[12] We also radiate the teaching knowledge module of "Introduction to Chinese Culture" with political education theories such as "Cultural Confidence", "Historical Confidence", and "Ecological Civilization". Accurately integrating cultural theory knowledge with curriculum political education, through the four pronged curriculum thinking of "political education + knowledge", " political education + practice", "political education + evaluation", and "political education + teachers", combined with specific cases, fully integrating political education, using academic teaching to promote politics, achieving confidence in one's mother tongue, and enhancing the confidence and determination of ancient culture to serve society. For example, when explaining the module of "Mother Tongue and Chinese Culture", we use large-scale oracle bone script, bronze virtual simulation resources, and curriculum knowledge graphs to deeply explore the ideological and political education materials, accurately connect the theoretical knowledge of ancient characters and culture with curriculum ideological and political education, and use the four end curriculum thinking of "Political Education + Knowledge", "Political Education + Practice", "Political Education + Evaluation", and "Political Education + Teacher", combined with specific cases, to achieve mother tongue confidence and enhance the confidence and determination of ancient culture to serve society.

3.2 Building "One Map Six Libraries Three Integration" Teaching Resources under AI Intelligent Learning Monitoring

Based on our school's students and course objectives, it is tailored to local conditions, creating a knowledge graph that runs through one graph. Six additional libraries are added, including a video resource library, exercise library, case library, advanced project library, cultural knowledge competition library, and excellent work display library. We implement a three pronged integration of information technology resources, online and offline integration, and on campus and off campus integration for advanced resources. And using the knowledge graphs and AI intelligent teaching assistants, guide students to learn independently, break the traditional indoctrination education model, promote collaborative interaction between teachers and students, and thereby enhance the high-level and innovative nature of the curriculum.

3.3 Establishing an Intelligent Experiential Learning Environment

"Digital resources are the foundation for the application of artificial intelligence technology in Political education."[13] The project relies on AI assisted and knowledge graph technology to create an intelligent cultural theory learning and practical environment. By utilizing digital course platforms and virtual simulation experiment platforms, theoretical learning can be integrated with teacher team research projects, online cultural competitions, cultural creativity contests, and other competitive activities. Guided by the concepts of "knowledge points + competition", "case sources + competition", and "scientific research projects + competition", we aim to integrate

professional knowledge teaching with practical competition training. "Political Education aim not only to impart theoretical knowledge, but also to cultivate students' practical abilities and sense of social responsibility."[14] Through case-based, problem-based, practical, and empathetic approaches, we aim to inspire students to think more and be more active, and use competitions as a catalyst for the cultural education process. We aim to cultivate innovative thinking in cultural services for society and the times, and achieve the goal of learning and applying knowledge.

Taking the first lesson of the "Language and Culture" module in the "Introduction to Chinese Culture" course, "Chinese Characters and Culture," as an example, students will learn related knowledge modules such as "The Evolution and Development of Chinese Characters" video lessons, excavated ancient text materials, and cultural expansion on the front line of the class. The teacher will use AI assistant technology to deeply analyze students' online learning data,

"Data is to the information society what fuel is to the industrial revolution, it is the source of innovation for people."[15] Conduct individual analysis on online learning data, so as to accurately locate the teaching points and difficulties of this lesson. Students will be grouped to report on the "Psychological Motivation of Chinese Character Evolution and Chinese Character Creation Culture" online guidance activity. In response to group presentations and student evaluations, teachers use their own research projects, cultural competition activities led by students, and product advertising and cultural promotion guidance as case studies, and explore the close relationship between Chinese character shapes and culture from multiple dimensions such as academic progress and cultural services, as well as core issues such as the practical application of ancient Chinese character cultural skills. To combine the historical evolution of writing with the logical analysis of cultural phenomena, and actively transform the excellent traditional Chinese culture into internal cognition. The implementation of AI technology and knowledge graph assisted six step three-dimensional blended learning, including "guidance", "exhibition", "analysis", "improvement", "expansion" and "practice", aims to achieve the teaching objectives of "knowledge", "ability", and "quality" by conducting immersive and interactive learning to solve problems such as insufficient internal motivation and poor classroom learning outcomes for students.

3.4 Implement a Multi-Dimensional Evaluation Model that Emphasizes Processes, Abilities

"Although artificial intelligence technology can empower Political education, it cannot completely replace the guiding and inspiring role of teachers."[16] In response to the characteristics of active thinking and high acceptance of information technology among student groups, we have fully mobilized online course resources and social practice resources, built a "smart classroom platform", and set up a multi-dimensional dynamic evaluation system around the three modules of "knowledge, ability, and literacy" in accordance with teaching objectives. For example, at Zhaomiao Primary School in Wuzipu Township, Yingshang County, the application of smart classrooms has significantly improved the subject compliance rate and class hour compliance rate, greatly increased students' interest, and significantly improved the quality of education. Smart classrooms are supported by multimedia interactive teaching systems, cloud computing platforms, big data analysis, and other technologies to achieve real-time interaction and resource sharing between teachers and students, providing students with a richer, more efficient, and personalized learning experience. Through multi-dimensional dynamic evaluation, it has promoted the integration of disciplines and facilitated the comprehensive development of students.

4. The Problems Solved by the "Big Political Education + Artificial Intelligence" Model in Cultural Quality Courses in Universities

4.1 Promote the "Four-Dimensional" Political Education

In the process of reconstructing the "Political Education + Artificial Intelligence" Introduction to Chinese Culture course, universities are using artificial intelligence technology, such as big data analysis and personalized learning paths, combined with online Political cases, local red culture, school history resources, etc., to strengthen the ideological foundation of college

students, promote the positive energy contained in red resources, and organically integrate them into various aspects of educational management services."[17] To inherit and promote the spirit of self-improvement, inheritance, unity, and science of excellent traditional Chinese culture in an innovative way. By establishing a "four-dimensional" Political chain of knowledge value practice evaluation through benchmarking course content, the soft integration of course teaching and Political education can be achieved, and the cultural cultivation and internalization of Political education can be achieved silently and seamlessly.

4.2 Intelligent Course Teaching Mode

Traditional cultural courses are mainly based on knowledge oriented classrooms, with a single teaching mode and insufficient student learning motivation. "Based on artificial intelligence technology and user needs in specific temporal and spatial contexts, achieving algorithm driven, precise dissemination, and human-machine collaboration in media forms"[18] is the direction of current university cultural quality course reform. Through the application of the National Smart Education Public Service Platform, Chaoxing Learning Communication Information Curriculum Platform, AI technology, and knowledge graph, a smart curriculum teaching model is constructed to stimulate the collaborative driving force, thereby enhancing students' sense of participation and achievement in class. Effectively alleviate the mismatch between teachers' knowledge supply and students' current needs, known as the 'supply-demand contradiction', thereby improving teaching effectiveness.

4.3 Emphasize Practice and Ability in the Teaching Process of "Knowledge + Project + Case + Competition"

Using AI and knowledge graph assistance, through the "five element" platforms such as "digital information platform", "cultural experimental practice platform", "virtual simulation platform", "remote teaching platform", and "cultural social practice", the combination of "knowledge points + competition", "case source + competition", and "scientific research project + competition" is achieved to achieve a two-way interaction of "excellent competition promoting learning" and "excellent learning promoting competition", effectively solving the problem of disconnection between professional learning and practical situations, improving the integration of Chinese cultural introduction course teaching with society, enhancing curriculum innovation, and achieving the dual achievement of ability cultivation and cultural education.

5. The Effectiveness of the "Political Education + Artificial Intelligence" Model in the Application of Cultural Quality Courses in Universities

5.1 Achievement of Course Objectives

"The implementation of 'intelligent' Political education is an innovative product of the deep coupling of technological development and disciplinary construction,"[19] The teaching adopts AI technology and information-based teaching methods, based on the characteristic teaching resources of "one map, six databases, and three combinations", relying on the national level online first-class courses and provincial-level online and offline hybrid first-class courses built by our team, we carry out "six steps" and "three-level" online and offline hybrid teaching. Through analyzing learning situations, chapter tests, and cutting-edge reports, we conduct group mutual evaluation, self-evaluation, and teacher evaluation, and ultimately achieve the three major goals of the course:

Firstly, achieving knowledge objectives: grasping the cognition of Chinese culture, culture and history, culture and language, culture and philosophy, culture and technology, and cultural services to society, laying the foundation for rational cultural thinking. Understand the intrinsic connection between cultural knowledge and interdisciplinary applications.

Secondly, achieving the ability goal: Through online self-study, students have the ability to independently organize basic knowledge, summarize theories, and engage in rational thinking. Through online and offline teacher-student interaction, students have the ability to question and debate, collaborate in groups, and seek truth, practicality, rationality, and criticism. Through offline group practice and presentation, students have the ability to tell Chinese stories well and have innovative practical skills in cultural service to society.

Thirdly, the achievement of quality goals: By integrating Political elements and academic frontiers, students can enhance their broad cultural perspectives in the context of reality. Establishing cultural confidence in a new context through rational cultural thinking. Through social practice and social services, students are encouraged to establish and practice rational morality.

5.2 Achieving Improvement in Learning Effectiveness

5.2.1 Comparison of class learning effectiveness

The class that implemented blended innovative teaching showed a significant improvement in academic performance compared to the class that did not implement blended innovative teaching.

5.2.2 Survey on learning participation and acquisition sense

The class that implemented blended innovation teaching has a high sense of achievement in cultural practice, cultural innovation thinking training, online and offline interaction, online self-learning, and individual self-awareness. At the same time, the average completion rate of self-directed learning is as high as 95.83%, achieving a dual improvement in participation and achievement.

5.2.3 Enhancement of practice and innovation capability

The class that implemented blended innovative teaching has enhanced its awareness of cultural service to society and improved its practical innovation ability through training, as shown in Figure 1:

Figure 1. Student Practice Works

5.3 Improved the Effectiveness of Theoretical Teaching in Cultural Literacy Courses and Promoted the Development of Team Teachers

Based on the multi-level educational model of "combining morality and intelligence, integrating learning and competition, and empowering four-dimensional" cultural quality courses, with the characteristics of one concept, new approach, multi-dimensional, and advanced approach, we carry out an integrated cultural quality course teaching model and educational practice exploration activities of course, competition, and research. In this process of educating students, attention should also be paid to the cultivation of teachers and teaching teams, focusing on through the combination of professionalism and disciplines, Political education and teaching, learning and competition, practice and evaluation, effective communication between knowledge education and cultural education practices has been achieved, promoting the development of team teachers. In the past decade, the teaching team has achieved fruitful results. Secured and completed 3 national level cultural science research projects, 16 provincial-level cultural science research projects, 10 provincial-level

teaching reform research projects, and 4 cultural monographs; 31 high-quality academic papers. The works guided and created have won 6 first prizes, 6 second prizes, and 5 third prizes in national competitions; Won 2 second prizes in national level competitions; Won 2 first prizes and 6 second prizes in provincial competitions. In addition, teachers have also won 8 national and provincial teaching honors, as well as 12 educational honors.

6. Conclusion

Against the backdrop of actively promoting the integration of "artificial intelligence" into university curriculum construction in China, the organic combination of "big Political Education" and "artificial intelligence" will help reform and enhance the teaching mode of cultural quality courses in universities, which will contribute to the innovation and optimization of the curriculum. Firstly, this combination can promote the precise implementation of Political education. By scientifically reconstructing the course content and overall planning the Political education of the course, integrating Political elements into various aspects of the teaching of the Introduction to Chinese Culture course, and leveraging the power of online and offline blended teaching teams, an online course Political thematic library is constructed, covering four dimensions of "knowledge, practice, evaluation, and teachers", thus promoting the dual improvement of cultural quality course teaching and educational effectiveness, and achieving the subtle and effective integration of political education.

Secondly, this model can promote the innovation of educational methods. The core of cultural quality courses lies in effectively transforming excellent traditional Chinese cultural knowledge into educational resources. This project relies on the four strategies of "Political empowerment, digital empowerment, practical empowerment, and evaluation empowerment" to construct an introduction to Chinese culture and an innovative model of Political education that is in line with the guidance of the Chinese Ministry of Education's "building an artificial intelligence general education curriculum system". Under the guidance of the comprehensive development concept of "college students", the integration of "knowledge imparting, skill training, quality expansion, and curriculum Political education" is achieved through the approach of "intelligent teaching, intelligent learning, and intelligent action". Encouraging students to participate in teacher team projects, cultural competitions, college student innovation and entrepreneurship, as well as traditional cultural talent competitions, closely integrates teaching and research, teaching and competition, and promotes the transformation of curriculum from "knowledge center" to "ability center", effectively solving the problem of cultural quality curriculum teaching and the transformation of educational resources, and achieving the coordinated development of cultural innovation and serving society. Ultimately, it can promote innovation in teaching methods. By constructing knowledge and ability graphs, integrating artificial intelligence technology deeply into course teaching, and utilizing national and provincial online first-class courses as well as virtual simulation teaching project platforms, the strategy of "one benchmark, one reconstruction, one evaluation, two platforms, and three integration" is adopted to achieve the intelligence, precision, and efficiency of teaching activities. At the same time, the curriculum team actively promotes a segmented classroom model, which outputs four types of classrooms through decomposition, combination, and composite, and adopts an innovative assessment and evaluation method that combines "six items" and "two dimensions" to enable students to experience classroom relaxation, saturation, and difficulty that match their individual abilities, thereby achieving a deep fit between knowledge imparting and student acceptance.

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