Implementation of Ideological and Political Theory Course Based on Problem-Based Learning Combined with Small Private Online Course teaching model to Enhance Learning Achievement and Citizenship of Chinese College Students

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Abstract

Background and Aim: Problem-based learning is a kind of targeted and practical learning for students to solve real problems. In the problem design stage, the design of problem scenarios is the core of problem-based learning. The concept of Small Private Online Course (SPOC) was first proposed by Professor Armando Fox, director of MOOC Lab at the University of California, Berkeley, and is abbreviated for Small Private Online Course. In this study, Problem-Based Learning combined with a Small Private Online teaching model were combined to generate a new teaching model. This teaching model emphasizes the role of the problem in the teaching process. Learning throughout the course is an open and dynamic system that can be adapted and improved based on feedback. The purpose of this study was; 1) To compare students' learning achievement before and after learning through ideological moral and legal basic courses based on problem-based learning combined with the Small Private Online Course (SPOC) teaching model and 2) To compare citizenship of Chinese college students before and after learning through ideological and political theory course based on problem-based learning and Small Private Online Course (SPOC) teaching model.

Materials and methods: In this experimental study, 50 students (one class) from Xi'an University were investigated. This study used test and self-evaluation forms given to students before and after learning through ideological and political theory education based on problem-based learning combined with small private online (SPOC). Data were collected and analyzed by means, standard deviation, and dependent sample t-test.

Results: The results of the learning achievement before and after learning based on problem-based learning and small private online (SPOC) on ideological and political theory course, it was found that the mean scores of pretests of students' learning achievement were 13.31(SD=6.860) and mean scores of posttests were 17.32 (SD=7.197). The post-test score of students' learning achievement was higher than that of the pre-test score at.01 level of significance. Moreover, the results of citizenship of Chinese college students found that the mean scores of pretests of citizen self-evaluation scores were 35.42 (SD=9.338) and the mean scores of posttests were 44.18 (SD=9.736). The posttest scores of citizenships of Chinese college students were higher than that of the pretest scores at.01 level of significance.

Conclusion: The developed ideological and political theory course based on problem-based learning combined with small private online (SPOC) has a significant effect on improving the learning achievement and citizenship of Chinese college students.

Keywords: Ideological and Political Theory Course; Problem-Based Learning; Small Private Online Course (SPOC); Learning Achievement

Introduction

Since the 21st century, China's education field has been surging and changing everywhere. China has always attached great importance to education and strives to create a good political environment and social atmosphere for the development of education. The Ministry of Education issued the national long-term education reform and development plan (2010-2020) (hereinafter referred to as the outline) pointed out: "establish to improve the quality of education-oriented management system and working mechanism, the education resource allocation and school focus on strengthening teaching link, improve the quality of education", this shows that the country focuses on education quality, also means that to ensure the quality of education, schools must strengthen teaching each link in an important position （Chen & Yang,2015）.

Ideological and Political Theory course is a course of ideological, political Scientific, theoretical, and practical course of ideological and political theory, the main task of this course is to cultivate college

students with good ideological and moral quality and legal literacy through ideological and political theory education and legal education. At the Fourth Plenary Session of the 18th CPC Central Committee, the strategic goal of comprehensively building a socialist country under the rule of law, incorporating rule of law education into the national education system, and enhancing the rule of law literacy of the people. The report to the 19th National Congress of the CPC stressed the need to improve the legal and moral literacy of the whole nation. College students are not only the main body of legal publicity and education but also the key object of legal education. Cultivating college students' legal literacy in the "basic" course is not only the requirement of the development of The Times but also the objective need to improve the comprehensive quality of college students（Zhang, 2014）.

Research on small private online course teaching model (SPOC) first emerged abroad. While MOOC swept the world, Professor Amande Focus of the University of California, Berkeley pointed out that Harvard University, UC Berkeley, and other top universities began to cross MOOC and try a small but fine course type-SPOC, in 2013, conducted small private online course (SPOC) experiments in three courses at Harvard University, and also conducted SPOC experiments and promotion at UC Berkeley. Subsequently, the Fox team moved the small private online course (SPOC) model to four other universities, and one semester later, all of their SPOC courses worked well. Meanwhile, both the MIT small private online course (SPOC) experiments on MOOC courses and the miniature small private online course (SPOC) practice at Colorado State University paid off. So far, small private online course (SPOC) teaching has been gradually recognized, promoted, and become the "new favorite" of experts and scholars, and more research results (Kang,2014).

From the theoretical perspective, the study of the application of small private online course (SPOC) teaching in ideological and political theory courses in colleges and universities is firstly conducive to promoting the teaching reform of ideological and political theory courses in colleges and universities. The teaching reform has been attracting much attention from scholars and experts. This paper tries to explore the application of small private online courses (SPOC) teaching ideological and political theory in colleges and universities, to provide new ideas for the teaching reform of ideological moral, and legal basics in colleges and universities, and can promote further research in this field. Secondly, it is beneficial to enrich the research materials of ideological and political theory education. With the deepening of the research work of ideological moral and legal basic courses in colleges and universities, the research is bound to achieve a lot of results. This paper studies the teaching of ideological moral and legal basic courses from the perspective of the new teaching form, which provides richer research materials for the research of ideological and political education. Again, it is conducive to promoting the integration of modern educational technology into specific disciplines. The progress and development of modern educational technology have changed the teaching concept, teaching means, teaching forms, etc., and integrated modern educational technology into various disciplines to make the teaching of this discipline achieve considerable results, which has become one of the research priorities of all subjects. This paper studies the application of small private online courses (SPOC) in the ideological moral and legal basic courses in universities, not only providing research reference for this subject but also for other subjects, which is helpful to integrate modern educational technology into the research of specific subjects. Finally, it is beneficial to the research on the effectiveness of ideological and political education. As an important factor affecting the effectiveness of ideological moral and legal basic course education, the quality of teaching effect directly affects the effectiveness of ideological moral, and legal basic education (Liu,2015).

From the practical level, the study of the application of small private online course (SPOC) teaching in the ideological and political theory course in colleges and universities is firstly conducive to solving the problem of the unsatisfactory effectiveness of the ideological and moral and legal basic course teaching in colleges and universities. Ideological moral and legal basic course teaching effect in colleges and universities is not obvious, even not ideal, now the ideological and political course teachers facing the objective existence and urgent problems, this paper on the use of SPOC teaching research, provides practical methods, to solve practical problems to improve the Ideological and moral and legal basic course teaching effectiveness in colleges and universities. Secondly, it is conducive to the exploration of the teaching mode of the Ideological moral, and legal basic course. The teaching mode of Ideological

moral and legal basic courses has been constantly in exploration and practice, so far, a relatively reasonable teaching mode has not been established. This study, combined with the current reality and the current situation of education, can provide a reference for the exploration of the teaching mode of ideological moral, and legal basic courses. Thirdly, it is conducive to cultivating students' ability to independent cooperative learning, independent thinking, and self-management. The change in the demand for social talents leads to the corresponding changes in the talent specification requirements of educational training. The teaching advocated by this research institute, focusing on the cultivation of students 'independent learning, cooperative learning, and self-binding force, is conducive to the cultivation of students' ability to adapt to the needs of social development. Finally, it is conducive to the implementation of the National Medium and Long-term Education Reform and Development Program (2010-2020), promotes the reform of college education, improves the level of personnel training in colleges and universities, and cultivates the determined builders and reliable successors of the socialist cause (Chen &Yang, 2015).

Question

The research question addressed by this research was how the effectiveness of ideological and political theory courses based on problem-based learning and small private online course teaching models enhance the learning achievement and citizenship of Chinese college students.

Objectives

The objective of this research was to determine the effectiveness of implementing the ideological and political theory course based on problem-based learning and small private online course (SPOC) teaching model as follows;

1) To compare students' learning achievement before and after learning through ideological moral and legal basic courses based on problem-based learning and the Small Private Online Course (SPOC) teaching model.

2) To compare the citizenship of Chinese college students before and after learning through ideological and political theory courses based on problem-based learning and the Small Private Online Course (SPOC) teaching model.

Literature Review

Ideological and Political Theory Course

Ideological and Political Theory Course is a new course to meet the needs of college students and help college students correctly understand life theory and practice. Undertake the important task of ideological and political education for college students. The basic content and main purpose of this course are: to comprehensively apply the basic positions, viewpoints and methods of Marxism, With the correct outlook on life, values, morality and legal education as the basic content, In the combination of theory and practice, Give scientific and persuasive answers to the practical problems faced and concerned by contemporary college students, Promote college students to consciously study and practice the socialist core value system, Guide college students to form lofty ideals and beliefs, Promote the great spirit of patriotism, Establish a correct outlook on life and values, Consciously strengthen the moral cultivation, Constantly enhance the consciousness of studying the law and abiding by the law, To comprehensively improve the ideological and moral quality and legal quality of college students, Make college students grow into moral, intellectual, physical, aesthetic all-round development of socialist qualified builders and reliable successors (Bian,2011).

Problem-Based Learning

Problem-based learning refers to the setting of learning into complex and meaningful problem situations to learn the science knowledge underlying the problem by allowing the learners to cooperate to solve the authenticity problem, From the problem-solving skills from autonomous learning abilities this pattern of the typical teaching process is the student's group problem-solving students separately find information exchange information discussion such as, how to solve the problem discussion such as found to study other issues separately find information group communication discussion until problem-

solving problem-solving students reflection evaluation summary of knowledge and skills (Chen, 2011).

Small Private Online Course (SPOC)

Small private online course(SPOC) refers tothe process of teaching that Armand of the University of California, Berkeley ProfessorFox first proposed and used. Small and private are relative to massive and open in MOOC. Small refers to the number of students, generally ranging from dozens to hundreds. Private refers to setting restrictive access conditions for students, so that applicants who meet the requirements can be included in small private onlinecourses (,He & Cao 2015)

Ideological and political theory course based on problem-based learning combined with Small Private Online Course (SPOC) teaching model

It refers to before class, teachers upload high-quality video resources to the platform and combine the recommended textbooks and websites of the teacher. If these resources are not enough to solve the problem, learners can independently collect information through the network, initially design the solution to the problem, complete the platform test, and submit the solutions in groups. In the classroom, learners are guided to evaluate the effectiveness advantages, and disadvantages of each solution and choose the best solution. This process contributes to the cultivation of learners' critical and decision-makingabilities ,According to the learners of learners, guide collaborative learning . inquiry learning, or independent learning. After learning, learners report their learning outcomes in small groups. The teacher evaluates the report results, informs the learners, and tells the learners that ,the problems are not considered, and those who do very wellmake the learners consider the problems more carefully anddevelop the learners' expression ability. Finally, teachers extract and conceptualize the knowledge in the process of solving problems, so that learners can understand what knowledge ,they have learned in the process of solving problems. After the course, the learners will summarize discuss, and reflect on the whole learning process through the platform and interactive teaching tools such as "Xue Tang Online". Share your learning experience, review what you have learned to consolidate what you have learned, and check the gaps. The components of thecourse are Course (,principle 2) ,Course objective 3) Course content, 4) ,Course teaching activity, 5) Course materials andCourse assessment (6 .

Learning achievement

Learning achievement refers tothe level of student success in learning the subject matter in schools thatis expressed in the form of scores obtained from the results of tests on a particular subject matter. refers to the knowledge level of students. It is quantifiable and widely used in life. In the field of education, teachers use grades to measure the performance of students over a specificperiod It can . be assessed through a test paper prepared by the researcher. The study focuses on assessing the academic performance of pre-service teachers using Bloom's cognitive domain objectives, which are related toremembering ,understanding ,applying ,analyzing ,evaluating, and creating The details are . given below: Remember refers to remembering facts, concepts, definitions, formulas, and basic information. Understand refers to explaining, interpreting, and describing the meaning of the learned information. Apply refers to using acquired concepts, principles, and skills to solve problems in new contexts. Analyze refers to students can break complex information into smaller parts and understand .their interrelationshipsEvaluation refers to assessing and judging the effectiveness, reliability, and quality of information. Create refers to demanding learners to integrate knowledge, skills, and understanding to generate new and original ideas   ,Schunk)1989).

Citizenship of Chinese college students

Citizenship of Chinese college students refers to citizen knowledge and citizen skills, who not only master certain citizen knowledge but also have certain practiceabilities Its educational goal is . included in the ideological and political education of college students, and it is the basic goal of ,ideological and political education in colleges and universities. On this basis, the Ideological moral and legal basic education in colleges and universities continues to deeply emphasize the education of college students' ideals, beliefs, and ideology. It can be determined that a college student who does not have basic civicqualities cannot become a qualified builder or successor. It is in this sense, from the ,goal levelthat ,the goal of civic education is the basis and premise of the goal of Ideological moral ,and legal basic education.Component:1)National consciousness, 2)Rights consciousness

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Responsibility consciousness, 4)Participate consciousness, 5)Law consciousness (Ye(3,2011)

Citizen self-evaluation form

The citizen self-evaluation form refers to the use ofthe Likert 5 scale to observe and measure student teachers' performance in thefive   ;aspects of national consciousness; rights consciousness responsibilityconsciousness ;participation consciousness ;and law consciousness. The citizenship of Chinese college students was evaluated bythe citizenship of Chinese college students self-evaluation ' form.

Conceptual Framework

The research title ideological and Political Theory Course Based on Problem-based Learning Combined with Small Private Online (SPOC) Enhance the Learning Achievement and Citizenship of Chinese College Students was designed as the conceptual framework as follows;
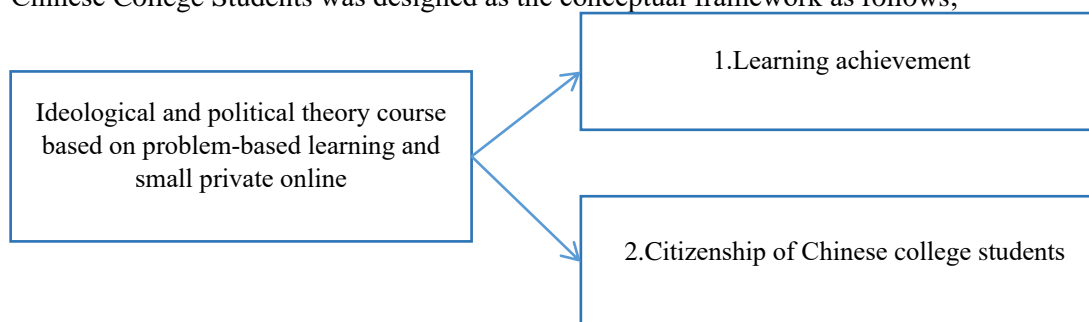

Figure 1 Research Conceptual Framework

Methodology

Population and samples: The population of this study was 1,200 first-year students (30 classes) of Xi'an University and the sample of this study was 50 first-year students (1 class) of Xi'an University, which was derived by cluster random sampling.

Research Instrument: Research instruments were the tools for researching to collect data. The research instruments which were used in this study were:

1. Experimental instruments

1.1 For the process of teaching, 7 steps combine problem-based learning and small private online course (SPOC) teaching model: 1) Problem design learning for the course content design problem, 2) Study analysis, 3) Learning to support the analysis, 4) Study on the front line of class, 5) Offline flip, 6) Improve after class, 7) Evaluation mechanism.

1.2 Lesson plans: Five experts evaluated the eight lesson plans. According to the expert evaluation form, the lowest mean score was 4.6 (SD=0.55), and the highest mean score was 5 (SD=0.00). It was revealed that the lesson plan was at a high level.

2. Instruments for collecting data: Instruments for measuring learning achievement and citizenship of Chinese college students which were divided into 2 sections:

Section 1: Test for Students' learning achievement in ideological and political theory course.

The test was 20 items of simple choice which had an item discrimination range from 22-.50, an item difficulty range from 62-.78, and reliability at.738, which means the test was qualified and can be used to collect data.

Section 2: Self-evaluation form for students' citizenship of Chinese.

The second part is the Likert five scale questionnaire. This part of the questionnaire included 50 questions asking students about their knowledge of civic education. It was found that item discrimination (r) was range from.23-0.71 and reliability was at.894, which means the test was qualified and can be used to collect data.

Data Collection: The course was implemented on the sample in the fall of the 2023 academic year. The sample was predicted to measure learning achievement and Self-evaluation forms for

students during the course implementation. problem-based learning and the SPOC teaching model were used for teaching. This group is taught through thinking about the problem before class, in-class discussions, and after-class exercises. Course planning and teaching allocation is 4 hours per week, 8 weeks per semester. The researchers observed and recorded the students' tests before and after the data.
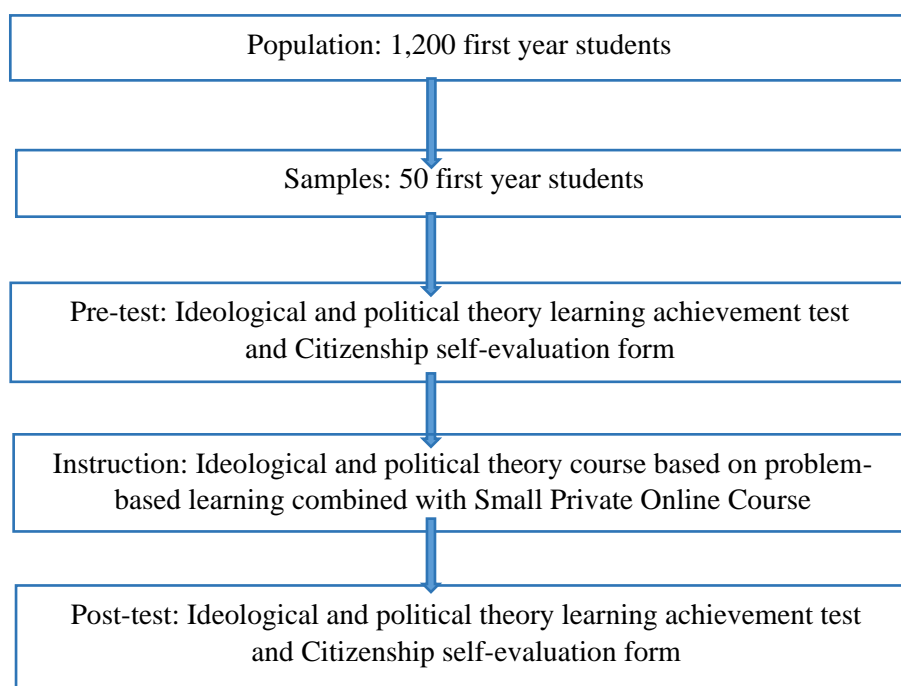
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│           Population: 1,200 first year students          │
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│  Pre-test: Ideological and political theory learning     │
│  achievement test and Citizenship self-evaluation form   │
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│  Post-test: Ideological and political theory learning    │
│  achievement test and Citizenship self-evaluation form   │
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Figure 2 The procedural framework of course implementation

Data Analysis: According to the research objectives, statistical methods were used to analyze the data comprised of 1) statistics used to determine whether the different scores of students' learning achievement before and after implementing of ideological and political theory course by using a t-test for dependent samples and 2) statistics used to determine whether the different scores of students' citizenship of Chinese between before and after implementing of ideological and political theory course by using a t-test for dependent samples.

Results
According to the research objectives, the results were as follows:
1. Result of comparing learning achievement before and after receiving ideological and political theory courses based on problem-based learning and small private online (SPOC) learning by using t-test for dependent samples.

Table 1 : The finding comparing the different scores of learning achievement before and after learning through ideological and political theory courses based on problem-based learning and small private online courses (n = 50)

Group	Pre-test scores		Post-test scores		t	p	Effect size
	M	SD	M	SD			
Experimental group	13.31	6.860	17.32	7.197	8.292**	0.001	1.17

***p<0.01*

As presented in the table, the average score of students 'ideological and political theory was 13.31 (SD=6.860), and the average score of students' ideological and political theory was 17.32 (SD=7.197).

In addition, it aims to compare the different scores before and after learning through based on problem-based learning and a small private online course teaching model. The findings in the above table showed that after learning through ideological and political theory courses based on problem-based learning and small private online courses, students' academic performance is greater than before its implementation at the statistical significance level of 0.05 (t=8.292 p <. 01). The effect size of Cohen's d this study was 1.17 and it was considered to be a large effect of learning through Ideological and political theory course on students' learning achievement.

2. Result of comparing citizenship of Chinese college students before and after learning through ideological and political theory courses based on problem-based learning and small private online (SPOC) learning by using t-test for dependent samples.

Table 2 The finding comparing the different scores of citizenships of Chinese college students before and after learning through ideological and political theory courses based on problem-based learning and small private online courses (n = 50)

Group	Pre-test scores		Post-test scores		t	p	Effect size
	M	SD	M	SD			
Experimental group	35.42	9.338	44.18	9.736	12.725**	0.001	1.799

**p<0.01

As presented in the table, the average score of citizenship of Chinese college students was 35.42, (SD=9.338), and the average score of citizenship of Chinese college students was 44.18 (SD=9.736).

In addition, it aims to compare the different scores of citizenship of Chinese college students before and after learning through based on problem-based learning and a small private online course teaching model. The findings in this table showed that after learning through ideological and political theory courses based on problem-based learning and small private online courses, the citizenship of Chinese college students is greater than before its implementation at the statistical significance level of 0.01 (t=12.725, p <. 01). The effect size of Cohen's d this study was 1.799, and it was considered to be a large effect of learning through Ideological and political theory course on the citizenship of Chinese college students.

Conclusion

Through studying the relevant literature of this study and the influencing factors of college students' ideological and political theory course learning achievement, this paper determines the influencing factors of college students' learning achievement and Chinese citizen consciousness. The study of relevant literature is helpful to the design of the first draft course. The data was collected to determine the factors affecting college students' learning achievement and Chinese citizen consciousness and used in the design of the first draft of the course.

Through the comparative analysis of the student's learning achievement and Chinese citizen consciousness before and after the ideological and political theory course based on problem-based learning and small private online (SPOC) learning of freshmen at Xi'an University, it is found that the students' learning achievement and Chinese citizen consciousness has improved significantly. Therefore, it is feasible to adopt ideological and political theory courses based on problem-based learning combined with small private online (SPOC) learning, which helps to improve the learning achievement and Chinese citizen consciousness of freshmen at Xi'an University.

Discussion

1.	Discussion of developing ideological and political theory courses based on problem-based learning combined with a Small Private Online Course (SPOC) teaching model to enhance learning achievement.

The research findings showed that after learning through ideological and political theory courses based on problem-based learning and small private online courses, students' academic performance is greater than before its implementation at the statistical significance level of 0.05 ($t=8.292$ $p <. 01$). The effect size of Cohen's d this study was 1.17 and it was considered to be a large effect of learning through Ideological and political theory course on students' learning achievement. This may be due to the following reasons:

1) Ideological and political theory courses based on problem-based learning combined with a Small Private Online Course (SPOC) teaching model stimulate students 'interest in learning ideological and political theory courses and cultivate students' enthusiasm. Teachers give part of the teaching time, so that students under the guidance of the problem, learn from passive to active, so that learners participate in the solution of the problem, and students are more interested in learning and more active. It is conducive to the improvement of academic performance.

2) Problem-based learning combined with a Small Private Online Course (SPOC) teaching model emphasizes the importance of the problem and contributes to knowledge extraction and migration. The problem is both for the students and for the development of the subject is extremely important, a study in a sense, the development history of the subject can be attributed to the development history of the reform problem, and the depth of the problem represents the discipline Research in-depth. The educational process itself is a process of solving problems, and education must be based on problems, Problem-conscious ones. This model guides the whole learning process with questions related to life and promotes knowledge with questions The learning of knowledge is conducive to the extraction of students' knowledge and the transfer in similar situations.

3) Problem-based learning combined with a Small Private Online Course (SPOC) teaching model considers the advantages of online learning, classroom teaching, and problem-teaching methods to some extent. On the one hand, online learners can customize the learning rhythm and independent learning of ideological and political theory courses according to their learning progress, to meet the personalized learning needs of learners. On the other hand, the decentralized and non-systematic knowledge prevented students acquire through simple online learning. To consolidate the learning ability more effectively, improve learning efficiency, and improve the ability to understand knowledge (Yu,2016).

4) From the perspective of the development of national policy and information technology, Problem-based learning combined with a Small Private Online Course (SPOC) teaching model is just one of the directions of national educational reform. On the one hand, with the development of online education and the country's attention to information technology, more and more colleges and universities participate in the practice of SPOC hybrid learning, and problem-based learning is just one of the directions of educational reform. Quality resources and learning support are increasingly easily available, which undoubtedly provides fertile soil for the development of this model.

2. Discussion of developing ideological and political theory courses based on problem-based learning combined with a Small Private Online Course (SPOC) teaching model to enhance the citizenship of Chinese college students.

The research findings showed that after learning through ideological and political theory courses based on problem-based learning and small private online courses, the citizenship of Chinese college students is greater than before its implementation at the statistical significance level of 0.01 ($t=12.725$, $p <. 01$). The effect size of Cohen's d this study was 1.799, and it was considered to be a large effect of learning through Ideological and political theory course on the citizenship of Chinese college students. This may be due to the following reasons:

1) It not only improves the students' interest in learning the ideological and political theory courses but also improves the awareness of Chinese citizens. The ultimate purpose of ideological and political education is not to let students master how much knowledge, but to guide students to become complete people. In other words, the ultimate goal of education is human development. Therefore, on the one hand, this teaching mode emphasizes the subjectivity and human attributes of students. In addition to

the cognitive domain, it also includes motor ability, emotional attitude, and values. Pay attention to the cultivation of students' comprehensive abilities and interests, such as practical ability, independent learning ability, problem-solving ability, and collaboration ability. After students adopted this method, students' learning initiative and enthusiasm greatly improved. First, students proactively think and learn through questions, and actively use online video materials for purposeful independent learning. Students understand the development trend of China, through active learning, and a more profound understanding of the importance of learning ideological and political theory courses. Teachers give timely feedback and evaluation of students 'learning situation in the online system, to ensure that teachers can interact with students at any time, can timely understand the students' learning progress, and give students timely learning guidance and help, so that students firmly grasp the theoretical knowledge. In class, teachers use various teaching methods, letting students debate, speak, discuss, etc., the theoretical knowledge and real life, the book theory knowledge, and the actual development of China improve the public awareness of citizens, more love their motherland. After class, the students express their love for the motherland by participating in volunteer activities and repaying the society with the knowledge they have learned.

2) Using the problem-based learning problem inquiry method, students can independently choose goals and think with questions. Students can deepen their interest in theoretical learning through thinking questions, through SPOC. The teaching method of preparing problems before class, solving doubts in class, and summarizing and reflecting in class can make the boring ideological and political theory class vivid. For example, in learning how to choose the value of life, before the class, let the students watch Huang Wenxiu's video story online, and let the students think about Huang Wenxiu's life values. In class, the students were divided into two groups to discuss. Why did Huang Wenxiu choose to give up working in the city and work in the remote countryside? After class, he would write a thesis assignment on what job he would choose after graduation based on the content of this class, and think about what was my life value. In this way, I study independently before class, solve problems in class, and reflect and improve after class, making the originally boring ideological and political theoretical knowledge vivid and interesting.

3) The second is the continuous feedback improvement, ideological and political theory course based on problem-based learning combined with a Small Private Online Course (SPOC) teaching model to enhance the citizenship of Chinese college students. In this study, the researcher reviewed and updated the curriculum and teaching methods online and offline to reflect student needs and the latest educational trends. Improving online and offline information, with the latest current political education to guide college students, make ideological and theoretical knowledge to keep pace with The Times, and student life, so more can cause the college students' thoughts, let college students interested in course, thus like this course from the heart, more can improve the initiative of the learners.

4) The third is to provide the well-being of the students, including physical health, mental health, and social support. Using this teaching method can make students feel happy, online and offline learning combined, with a wealth of learning resources. Schools and educators provide resources and services to help students maintain a healthy lifestyle, provide mental health support, and promote social interaction and support. Students 'mental health problems may be more common in the educational environment, which provides a guarantee for students to enhance their civic awareness. Students' inner love and relaxation can transform book knowledge into practical actions, make contributions to society, improve civic awareness, and become young college students in the new era.

Recommendations

In this study, the following recommendations are thought to be useful for instructions and for further study.

1. The director or school administrators should give importance to course development should promote teachers to have knowledge in designing courses and should budget support for creating the instructional materials. Teachers should receive training in developing instructional materials, and learning management in the classroom including using a variety of instructional activities.

2. Before introducing the curriculum into the classroom, teachers should first study the curriculum and curriculum documents, such as curriculum plans and teaching materials, to make the teaching more effective. Teachers should study the mode of using teaching skills, such as cooperative learning, group

discussion, problem-solving, and question teaching, to explain to students how to do the instruction of learning activities before starting. Teachers should know how to prepare teaching materials before starting the teaching process by self-learning teaching methods.

3. Small private online course (SPOC) teaching mode is the core of learning reform. Therefore, we should study how to use the Internet to enable students to develop the teaching mode of independent learning effectively, cultivate students' independent learning ability, and improve their civic awareness. This study established a mixed teaching model of Problem-based learning combined with small private onlinecourses(SPOC) . But there is still much scientific knowledge to develop.

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