Research on the application of WeChat mobile learning platform in ideological and political course teaching in universities

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Abstract: With the rapid popularization of personal mobile devices (such as mobile phones, tablets, etc.) and the mobile Internet, learning can take place anytime and anywhere and is no longer limited by time and space. The effective use of mobile technology for learning is mobile learning. Current, WeChat platform with the rapid development of the public will WeChat tentacles extend to mobile learning areas, the former because of its ease of operation, the diversity of interactivity, content delivery precision, and access to information in the sexual and other unique advantages, in the field of education in colleges and universities in the rapid rise, became popular with the teachers and students in the course of mobile learning platform, not only for college students to provide a convenient, simple, cheap and efficient mobile learning applications, also for the innovative development of colleges and universities education courses provides the high quality network carrier. Therefore, to explore the intrinsic educational value and learning support function of WeChat mobile learning platform and apply it effectively to ideological and political course teaching in colleges and universities has increasingly become an important topic of widespread concern for front-line teachers, experts and scholars. Based on marxist communication theory, ideological and political course teaching process theory and constructivism learning theory, this study aims to improve the effectiveness of ideological and political course teaching in colleges and universities, and conducts theoretical research and practical exploration closely around the issue of "how to use WeChat mobile learning platform to assist ideological and political course teaching".

1. The background and significance of the topic
In recent years, the rapid development of mobile information technology has had an important and far-reaching impact on all walks of life, especially in the field of higher education penetration has reached an unprecedented degree. For college students born after 2000, almost all of them have a mobile device such as a mobile phone or tablet, and it has increasingly become an important way to acquire all kinds of information and knowledge. According to the 40th Statistical Report on Internet Development in China released by China Internet Network Information Center (CNNIC), by the end of 2019, the scale of China's mobile Internet users has reached 1.124 billion, with users aged 20-29 accounting for the highest proportion, and the largest group of college students in terms of career distribution.

Currently, WeChat as a set of social networking, communications, platform function in the integration of mobile applications, the college students' interpersonal communication, information acquisition, value pursuit and habits etc. Has a great influence, especially WeChat exploded and growing public platform, but also the reach of mobile phones WeChat, expanded to mobile learning areas. The former because of its ease of operation, the diversity of interactivity, content delivery precision, and access to information in the sexual and other unique advantages, the rapid rise in the
field of education in colleges and universities, became popular with the teachers and students in the course of mobile learning platform, not only for college students to provide a convenient, simple, cheap and efficient mobile learning applications, also for the innovative development of colleges and universities education courses provides the high quality network carrier. Therefore, to explore the intrinsic educational value and learning support function of WeChat mobile learning platform and apply it effectively to ideological and political course teaching in colleges and universities has increasingly become an important topic of widespread concern for front-line teachers, experts and scholars. Based on marxist communication theory, ideological and political course teaching process theory and constructivism learning theory, this study aims to improve the effectiveness of ideological and political course teaching in colleges and universities, and conducts theoretical research and practical exploration closely around the issue of "how to use WeChat mobile learning platform to assist ideological and political course teaching in colleges and universities".

At present, the main task of ideological and political courses in colleges and universities is to "reform teaching methods and innovate teaching art". Perspective of this article is based on the research of mobile learning and constructivism learning theory as the logical starting point, to enhance the education courses teaching effectiveness as the value orientation, from the education courses WeChat mobile learning platform design and implementation of the Angle of the research type teaching method of "meaning construction" the specific mode, and explore WeChat platform technology and education courses of the existing resources advantages of the generation of the concept of mutual fusion, teaching method reform for university education courses provide a new research perspective and theoretical support.

This research is helpful to improve the effectiveness of ideological and political course teaching in colleges and universities. Based on the functional advantages of WeChat mobile learning platform in ideological and political course teaching in colleges and universities, this paper tries to extend the teaching of ideological and political course from indoor to outdoor, so as to get rid of the time-space constraints of traditional classroom, make mobile learning of ideological and political course possible, and thus improve the effectiveness of ideological and political course teaching. At the same time, the practical results of this paper can also provide a bit of reference for teaching colleagues in the front line, so that more teachers and students benefit from it.

This research is conducive to deepening the informationization development of ideological and political courses in universities. The innovation and development of ideological and political course should reflect the spirit of The Times, and information teaching is the prominent dilemma facing the current ideological and political course reform, in order to make the ideological and political course reform keep pace with The Times, it is necessary to use the most appropriate information means for its service. Therefore, it is of great benefit to deepen the development of information to explore how WeChat mobile learning platform, which integrates the advantages of informationization such as abundant resources, timely update, strong interactivity and convenient communication, can assist ideological and political course teaching.

2. The application value of WeChat public platform in mobile learning

Based on the effective support of WeChat public platform for mobile learning, scholars have studied its application and development value in the field of higher education. They generally believe that the application and development of WeChat public platform in the field of education will have a positive impact on the innovation of mobile learning and the development of education informatization. For example, zhu xuewei et al. (2014), starting from the characteristics of mobile learning, summarized the positive role played by WeChat public platform in breaking the unidirectional teaching of "teacher center", mobilizing students' initiative of classroom participation, and promoting personalized education model. Wang ping (2014), from the perspective of platform construction and application development, pointed out that WeChat public platform supports interactive sharing, content publishing, resource retrieval and other learning activities in learning applications, and also provides a lightweight way to develop applications in platform construction. In the field of ideological and political course
teaching, zhu qiang et al. (2016), based on the perspective of teaching carrier innovation, proposed the application value of WeChat platform for college ideological and political course in deepening information development, broadening research methods, and improving influence. Yang yan (2016) also pointed out that applying WeChat public platform to the information teaching of ideological and political course can effectively improve students' learning interest.

Based on the positive significance and potential value of the development of WeChat public platform in the field of education, scholars further study its design and implementation in the course teaching. A few scholars put forward based on WeChat public course of mobile learning platform design principles and construction processes, and set up WeChat mobile learning platform, and more in college general education courses, for example to carry out empirical research, this paper briefly describes the platform based on curriculum design case and the implementation process, proved WeChat public can effectively promote the development of mobile learning platform, in the process of auxiliary teaching can play a positive influence, also for the learners to move provides a new way to learn. Such as wang ping (2014) based on self-developed WeChat platform for teaching empirical research, think of mobile learning based on WeChat should follow the orientation clear, content rich scientific, interactive, flexible learning and the design principle of reasonable function and service exchange, application obtained the good effect on the whole, to prove the effectiveness of the WeChat learning support. According to the above design principles, zhai fang et al. (2015) put forward the design elements and scheme of WeChat mobile learning activity by taking "English writing" course as an example, explored the application model and implementation steps of WeChat integrating into mobile learning, and finally confirmed the positive influence of WeChat mobile learning platform through investigation and analysis.

However, in the field of ideological and political course teaching in universities, the research on the design and implementation of WeChat public platform in mobile learning is not satisfactory. Generally speaking, the research results are deficient in quantity and lag behind in time, and their theoretical value needs to be improved urgently. With the continuous expansion of the influence of WeChat mobile learning platform and the continuous deepening of ideological and political course teaching reform in universities, it will be an irresistible trend for the two to be highly integrated.

3. Design and application research of WeChat mobile learning platform for ideological and political courses in colleges and universities

3.1 Design principles of WeChat mobile learning platform for ideological and political courses in universities

WeChat mobile learning platform based education courses teaching in essence belongs to the combined hybrid of online teaching, teaching media design principle is the difference with the traditional education courses teaching, hybrid teaching main consideration how to better promote students' autonomous learning, traditional classroom is to consider how to better assist teachers to present the teaching content. At the same time, WeChat mobile learning platform is ultimately a mobile learning application based on WeChat technical support, in which the teaching design principle is always the same, only different in adapting to the specific training objectives of the course. See Table 1 below. Therefore, when studying the design principles of WeChat mobile learning platform for ideological and political courses in colleges and universities, this paper first draws experience from existing research results, and then analyzes the teaching characteristics of ideological and political courses in detail.

| The principle of the UID | Mobile Learning Design |
|--------------------------|------------------------|
| 1. Fair use              | Deliver learning content in as concise a form as possible Use cloud computing file storage and sharing platform |
| 2. Flexibility of use | Render content in small chunks  
Non-traditional job submission methods are encouraged  
The learners upload their own cases and interpret the course |
| 3. Simple and intuitive to use | Use simple, practical code  
Use open source websites and software |
| 4. The message is clear | Scaffolding is built to support situational learning |
| 5. Allowable error | |
| 6. Labor-saving operation, low technical threshold | Use text-message reading software and other mobile-specific assistive technologies |
| 7. Learner community and learning support | Encourage the use of multiple mobile communication tools  
Group learning based on learning access and preferences |
| 8. Teaching atmosphere | Send regular reminders, requests, quizzes and questions to learners  
Add content posted by learners |

The above research points out the direction and gives specific suggestions for the design principle of WeChat mobile learning platform for ideological and political courses in universities. Based on the existing research results, combining with the teaching goal of college education courses and course characteristics, respectively from the overall orientation, content development, function setting, menu interface design, such as four, degree of education courses in colleges and universities are put forward the design principle of WeChat mobile learning platform, aims at the principle of "bian construct suitable for the current education courses innovation and development of teaching aid, the so-called" fit "is refers to under the premise that adhere to the ideological education, to improve the affinity of education courses teaching, pertinence and actual effect.

### 3.2 The design idea of WeChat mobile learning platform for ideological and political courses in universities

The real implementation of WeChat mobile learning platform for ideological and political courses in colleges and universities requires not only precise and thorough design principles, but also appropriate and reasonable design schemes. Therefore, based on the above design principles and the theoretical connotation of construction learning, this part proposes the specific design scheme of WeChat mobile learning platform for ideological and political course in colleges and universities from the three stages of "pre-class", "in-class" and "after-class", as shown in figure 1 below.

![Figure 1 WeChat mobile learning platform for ideological and political courses in universities](image)

*Figure 1 WeChat mobile learning platform for ideological and political courses in universities*
(1) The exploration task is published before class

A good beginning is half done. Before the formal start of classroom teaching, teachers need to push the designed and produced learning resources to each student about a week in advance through the mass messaging function of WeChat mobile learning platform. The learning resources here usually consist of two parts. One is the knowledge list based on independent research, namely the learning task list. Second, it is a supporting resource based on auxiliary tools, mainly in the form of short fine welding micro-video. It should be noted that the learning task list generally consists of two parts: one is the self-directed learning guide, which mainly provides students with relevant information such as course preview and problem introduction, such as the learning objective, key and difficult points analysis and learning method Suggestions of the chapter "Life Values"; the other is the self-directed learning guide. 2 it is to explore Gui task, the teacher should give clear exploration tasks, for example, group debate "whether morality loses", at the same time supporting resources in the preset motion related social hot spot tracking reports, news and events and other types of micro video and link, for students to explore the task "scaffolding" type of support.

(2) Organize collaborative learning in class

The application of WeChat mobile learning platform in class is mainly reflected in two aspects: one is to answer questions about students' questions; the other is to study the office of typical tasks. At the same time, teachers should reasonably allocate their time and control the rhythm. Instead of being too noisy, they should mainly focus on new lectures. After all, the quality of lectures fundamentally determines the success or failure of classroom teaching. At the start of class teaching, education courses for students in agent Gui task common problems existing in the process, using two ways to answer: one is to organize students to focus on and around Gui theme, mutual communication between teachers and students, students, share experiences, opinions clash and comprehensive, is committed to jointly explore Gui task, teachers in the process of collaboration should not only provide students with external support, and the role of the value guidance. The second is the face-to-face individualized guidance, which is mainly aimed at the individualized guidance that cannot be completed by teachers on WeChat platform. It can be completed in class by face-to-face teaching.

(3) The construction results are Shared after class

The after-class stage provides time and space for students to share and construct learning achievements and summarize collaborative learning gains. Stage in the course of cooperative agent Gui activity is completed, the student should be on the advice of my teachers and classmates, amend, improve and refine their own learning experience, and will reflect on learning outcomes after the summary into writing, submitted to WeChat platform, the teacher may establish special archive "learning" to store the students submit the construction of learning outcomes, and choose the excellent works shall be issued, for a wider range of exchange and transmission. The generation and continuous improvement of students' ideas is the central clue in the learning process of ideological and political course. Therefore, it is of great significance for teachers to guide students to sort out the learning results after class. On the one hand, teachers can take it as an important part of process evaluation. On the other hand, teachers can also transform them into reusable and renewable cultural learning resources and teaching evaluation resources for ideological and political courses, so as to promote the teaching process into a spiraling "super cycle" and self-organizing system, and bring continuous vitality and vitality for ideological and political courses.

3.3 Application analysis of WeChat mobile learning platform for ideological and political courses in colleges and universities

Marx pointed out that, "Whether human thinking has objective truth or not is not a question of theory, but a question of practice. Based on the above design principles and schemes, this paper takes "Thinking course" as an example to specially register and develop an Android-based mobile ideological and political course teaching aid system for colleges and universities. The homepage plate of the mobile teaching auxiliary system of ideological and political course in colleges and universities has an important recommendation function. The setting of the recommendation function can provide
good guidance and assistance for students' after-class learning and reflect the guiding significance of ideological and political courses. Therefore, the homepage module in the recommendation function is this paper to focus on creating. The implementation of recommendation function USES some recommendation algorithms, the most important one is the implementation of personalized data recommendation.

The recommendation view module of the mobile teaching auxiliary system of ideological and political course is described in detail in combination with the program flow chart of recommendation view.

1. To get recommendation items, the current recommendation list is mainly obtained through get All Recomend method, which is mainly realized by encapsulating personalized recommendation items. The current recommendation list must be checked during implementation, and an exception is thrown if the list calculated by the current personalization formula is empty.

2. Teacher recommendation project acquisition is mainly to obtain teacher recommendation list through get Tearther Recomentd method. This paper believes that teacher recommendation plays a very critical role, so the current method must be called to obtain teacher recommendation.

3. Initialization Recommended project instance to integrate all data for project initialization.

4. Read stored data Call the read Hash Map method to read the access data for the items in the initialization list.

5. The stored recommended data path calls the REC Service method to parse the returned data and obtain the current data.

In this system, we set ID as a very important parameter, so we call get ID method for data screening.

6. Display the current personalized recommendation data for data display at the interface end, call set Picpath method for data transmission and display at the interface end. Call the Save Flow method to save the current recommendation list to prevent cold start.

![Figure 2 Recommended functional view program implementation flowchart](image-url)
In general, compared with traditional classroom teaching, the advantages of WeChat-based thinking course teaching are mainly reflected in new course introduction and collaborative learning. In terms of new course introduction, the problem situation created based on WeChat platform has a good effect on new course introduction. The recommendation function of home page is an important part of the mobile teaching auxiliary system of ideological and political course in colleges and universities. Its setting is to better reflect the need of ideological and moral ability cultivation of college students in ideological and political course, and to better improve the comprehensive ability of college students.

4. Theoretical discussion on the application of WeChat mobile learning platform to ideological and political course teaching in universities

4.1 Traditional classroom teaching and WeChat mobile learning complement each other

In the traditional classroom teaching, teachers teach ideological and moral education courses in knowledge, theory, specification plays a leading role, students in a passive position, its main task is to all sorts of factual information and memory keep concept, principle and simple application, combined with the constraints of time and space, easy to cause the serious separation of "teaching" and "learning", ignore the students' ability of active construction. WeChat, however, the establishment of mobile learning platform makes up for the shortcomings in the traditional classroom, it is the product of WeChat technology combined with mobile learning, the natural requirement to learners as the center, construct learning characteristics, which requires the students to our understanding of the initiative, its main task is to autonomous learning through a high level of thinking activity, through developing agent Gui learning situation problem solving, and reflective of his own thoughts continuously examination and inspection. In this process, teachers regard students as the subject of teaching, fully arouse students' enthusiasm, initiative and creativity in learning, and promote students' in-depth understanding of the meaning construction of Marxist theory, so as to truly internalize and externalize.

4.2 Both teachers' dominance and students' subjectivity should be paid equal attention

Both teachers and students in ideological and political course teaching in colleges and universities are the subjects of teaching, and the relationship between teachers and students should be mutual equality and two-way interaction, which is mainly reflected in the emphasis on teachers' dominance and students' subjectivity in the application of WeChat mobile learning platform. On the one hand, teachers' dominance not only includes comprehensively and objectively grasping the differences of students' personality characteristics, cognitive ability, thinking mode, value orientation, media literacy and other aspects, but also includes scientifically selecting examples, questions and materials to inspire students to think independently and develop their ideological and moral quality by stimulating their own potential. On the other hand, students' subjectivity includes not only the positive relationship with ideological and political course teachers to build equal dialogue and benefit from teaching, but also the value identification of ideological and political course teaching objectives, so as to carry out self-education with the help of WeChat mobile learning platform. If education is to achieve the purpose of education or teaching and self-discipline", then the application of education courses WeChat platform is in order to achieve this, it relies on anytime, anywhere learning experience, multivariate stereoscopic interact with Gao Fengfu degrees of transmission medium, to mobilize the students' interest in learning, to make it is easy to generate positive emotions on teaching content, arousing students' learning enthusiasm, initiative, can even become "want me to learn" to "I want to learn", change "a" to "learn" life, makes the education courses "build a students sincerely love, for life, lifetime of the excellent course".

4.3. The dilemma of WeChat mobile learning platform applied to ideological and political course teaching in universities

Integration of teaching resources and technology resources is not high, on the whole, WeChat mobile
learning platform used in education courses teaching in colleges and universities, is the process of integrating teaching resources and technical resources, "integration" refers to the instructional designers in the work of teaching and technology from different sources, different levels, different structure, different content of resource identification and selection, learning and configuration, activation and organic integration. Obviously, the current education courses in colleges and universities teaching and WeChat platform technology did not achieve effective integration, the reason is various, overall performance in two aspects: the micro level, the current education courses teaching and Gui WeChat platform integration of research and practice is given priority to with education courses in the front-line teachers, lack of education technology research both Gui vision, also the lack of guidance and support, professional and technical personnel led WeChat mobile learning platform on the desirability of teaching resources, relevance is not strong; On the macro level, the integration degree of superior resources of each university is not high, the course advantage, teacher advantage, technical advantage and equipment advantage of different universities cannot realize smooth flow, and the excellent experience obtained in the practice research of WeChat platform applied to the ideological and political course teaching in universities has not been widely promoted.

Poor coordination degree of online teaching: WeChat mobile learning platform based education courses hybrid teaching, its biggest advantage is undoubtedly will be online and offline, in-class and after-class, theory and practice, moral education and education combined synergies arising from the heart, this is one of the most key link in how to plan as a whole, coordination of online and offline teaching work, this is what the current education courses traditional classroom with complementary WeChat platform mobile classroom interaction in the process of important and difficult.

Insufficient integration of course content and network platform: at present, the application of WeChat mobile learning platform in ideological and political course teaching in universities has not achieved the true integration of course content and network platform. Education courses in colleges and universities teachers' use of WeChat mobile learning platform operation, more as a new carrier of thought theory, hope that through the load function to activate education courses teaching, and the materials specified in the or directly to the reality of the classroom teaching of the original content without distinction between "hard on the" WeChat mobile learning platform. Indeed, to some extent, these practices enrich the expression form of the current ideological and political course, enhance the freshness of the course, and improve the "appearance level" of the course. But the problem is that when students have learning from exposure to mobile learning, from a practical field into virtual space, from passive to accept to initiative construction, course content directly onto the WeChat platform, will be able to attract the target learners' sustained attention, whether can really enhance the effect of education courses, we need to be deep reflection.

Efforts to change the traditional teaching discourse remains to be enhanced, the new media era, WeChat provides a new platform for education courses in colleges and universities teaching environment, the development of it teachers' loss of information superiority, some traditional law failure, discourse also has obvious changes, main show is: openness, interactivity, diversity of form, content, individuality, etc. However, at present, some ideological and political course teachers still regard themselves as information hegemons in their teaching, fail to convert the content of textbooks according to students' receiving habits, or even ignore students' discourse right, which not only weakens the classroom teaching effect, but also makes the use of WeChat platform "cold". On the one hand, when interacting with students on WeChat platform, some teachers still play the role of superior preachers, unable to reason with the mentality of equality and democracy, which makes it difficult to form the interactive atmosphere of "making the best of the situation", "empathy" and "teaching and learning". On the other hand, the "post-00s" college students who grow up in the all-embracing information field have long been accustomed to the humorous and lively network language, equal and free personalized expression and anti-authority open interaction. Therefore, the traditional teaching expression system lacking affinity and appeal is difficult to grasp the discourse power, and it is urgent to realize discourse innovation on the basis of adhering to ideology.
5. Countermeasures of WeChat mobile learning platform applied to ideological and political course teaching in colleges and universities

On teaching resources and technical resources integration degree is not high, must be from two aspects, on the one hand, university education courses teaching researchers and designers need to set the new idea of cross-border thinking, break the traditional teaching design, the framework of inherent more perspective on education courses and study the effect of teaching resources and WeChat technology resources integration, and fully absorb the education technology, research in the field of cognitive psychology, learning science Gui results, such as knowledge construction, situated learning, information processing theory;At the same time, interdisciplinary cooperative research should be carried out to promote the organic integration of teaching resources and technical resources, so as to achieve the best teaching effect. For example, ideological and political course teachers can transform teaching language according to the life-style and emotional characteristics of WeChat communication, making it easier to spread and more thoughtful.Different education courses of universities, on the other hand, teachers should strengthen the cooperation and communication, and on the basis of complementary advantages, mutual learning experience, to create "new media education courses in colleges and universities teaching union," community resource sharing and collaborative innovation teaching, so as to set all the power of the teaching quality, strengthen the education courses teaching effectiveness;In addition, all kinds of new media in colleges and universities should also strengthen communication and cooperation, push the high-quality content of worshiping virtue and being good according to their own attributes, and strive to realize the whole process and all-round education.

6. Conclusion

Based on the research perspective of mobile learning, taking students' initiative to construct learning as the logical starting point and improving the effectiveness of ideological and political course teaching as the value objective, this paper carries out theoretical research and practical exploration on the design and application of WeChat mobile learning platform for ideological and political course. In the application research, this paper takes thinking lessons as an example, constructs an android-based WeChat mobile learning platform for college ideological and political course teaching assistance system, completes the recommendation function, and realizes the assistance of teachers to students' learning. The design scheme of WeChat mobile learning platform for ideological and political courses in colleges and universities should be guided by the constructivism learning concept, and implement the teaching process and complete the meaning construction through such stages as "online-offline - online, pre-class - in-class - after-class, exploration-collaboration - internalization". In terms of teaching methods, traditional classroom teaching and WeChat mobile learning are complementary. In terms of teaching subject, both teachers' dominance and students' subjectivity should be paid equal attention; In terms of teaching content, ideological and theoretical knowledge is in line with real life experience; In the form of teaching, the dominance of moral education is integrated with artistic aesthetics.

In short, the exploration of "how to use WeChat mobile learning platform to assist ideological and political course teaching in colleges and universities", a contemporary subject, has great theoretical significance and practical value for the reform of ideological and political course teaching in colleges and universities in the new media era, and is also a spiral systematic project. As Marx once said, "There is no royal road to science, and only those who do not dread the fatiguing climb of its steep paths have a chance of gaining its luminous summits." Standing in the era of opportunities and challenges of front, education courses in colleges and universities teaching workers need to constantly in combination with the new situation, new problems are long-term unremitting research Gui, and efforts will grind Gui results apply to the teaching practice, have a strong guiding role on education courses teaching reform, can in the new era, the tide of correct guide practice mission, to better improve the effectiveness of ideological and political course teaching in universities in the new media era.
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