



Education Quarterly Reviews

Liao, Y., & Meng, L. (2024). How Can Humanities Quality General Education Courses Help Cultivate Innovative Talents? *Education Quarterly Reviews*, 7(2), 34-51.

ISSN 2621-5799

DOI: 10.31014/aior.1993.07.02.574

The online version of this article can be found at:
<https://www.asianinstituteofresearch.org/>

Published by:
The Asian Institute of Research

The *Education Quarterly Reviews* is an Open Access publication. It may be read, copied, and distributed free of charge according to the conditions of the Creative Commons Attribution 4.0 International license.

The Asian Institute of Research *Education Quarterly Reviews* is a peer-reviewed International Journal. The journal covers scholarly articles in the fields of education, linguistics, literature, educational theory, research, and methodologies, curriculum, elementary and secondary education, higher education, foreign language education, teaching and learning, teacher education, education of special groups, and other fields of study related to education. As the journal is Open Access, it ensures high visibility and the increase of citations for all research articles published. The *Education Quarterly Reviews* aims to facilitate scholarly work on recent theoretical and practical aspects of education.



ASIAN INSTITUTE OF RESEARCH
Connecting Scholars Worldwide

How Can Humanities Quality General Education Courses Help Cultivate Innovative Talents?

Yang Liao¹, Li Meng²

¹ School of Public Administration, South China Agricultural University, Guangzhou, China

² Guangdong Center for Rural Policy Studies, South China Agricultural University, Guangzhou, China

Correspondence: Liao, Yang, School of Public Administration, South China Agricultural University, Guangzhou, 510642 China. E-mail: ly2008@scau.edu.cn

Abstract

The development of the times and society has posed great challenges and requirements to the humanities quality general education curriculum. The analysis of the learning situation shows that this course mainly faces teaching problems such as the lack of integrated design of ideological and political education, weak student interest in learning, low integration of knowledge between general and professional courses, lack of ideological and political soul, Chinese spirit, humanistic spirit, and scientific spirit. The innovative measures of this course include: (1) innovating the educational and teaching philosophy and approach of "dual heart and four increases, integration of general and specialized education"; (2) Creating a teaching environment, multi-dimensional interaction, restructuring resource content, and mixing flipping to increase interest; (3) Demonstration, inspiration, and assessment of teaching content, process, and evaluation to enhance learning and integration; (4) Integrated design courses enhance the soul of ideological and political education; (5) The "three line drive" of humanistic spirit, scientific spirit, and Chinese spirit, as well as higher-order thinking, public value, and cross-border migration, enhance literacy. The innovative effects of this course include: (1) increased student interest in learning, participation rate in online discussions exceeding 70%, completion rate of online self-directed learning tasks exceeding 95%, and accuracy rate reaching 100%; The completion rate of offline tasks is over 96%, with an average score of 95 in the exam; Be able to draw mind maps effectively through specialized integration. (2) The course of ideological and political education cultivates the soul and enhances the soul. Students have a high sense of identity, participation, sense of achievement, and satisfaction. In the recent semester, the average score of student evaluations has exceeded 97, and their innovative consciousness and ability have been improved (enhancing their literacy). Three student teams have won provincial or above competition awards. (4) Relying on 7 provincial-level or above teaching projects for continuous improvement, won 7 provincial-level awards; Selected as a national first-class course and a super star "demonstration teaching package" (cited 11 times by 8 teachers from 7 units); Received recognition and praise from domestic peers; The electronic textbook "Anthropology and Modern Life (Revised Digital Edition)" will be published in July 2024, with significant demonstration and promotion value. The electronic textbook "Anthropology and Modern Life (Revised Digital Edition)" will be published in July 2024, with significant demonstration and promotion value.

Keywords: Integration of Ideological and Political Education in the Curriculum, Integrating General Education Courses with Professional Courses, Innovative Measures, Innovation Effect, China's First-Class Courses

1. Introduction

Anthropology is a discipline that integrates humanistic and scientific literacy." Anthropology is the study of a strong country. On the one hand, it is a powerful tool for cultural diversity and social governance, and on the other hand, it is also a pioneering discipline that stands in the world's forest. Anthropology is the study of a strong school. On the one hand, anthropology is one of the fundamental disciplines of a strong school, and on the other hand, it is an indispensable part of university general education. Anthropology is the study of a strong person, which can effectively help its citizens to have a more scientific and in-depth understanding of the social and cultural aspects of other countries and nations around the world. On the other hand, it is also a compulsory literacy for the public and enterprises to go global"(Zhou Daming, 2020). In the education systems of developed countries in Europe and America, the discipline of anthropology has played a fundamental role in serving the public interest of society and cultivating cultural views among citizens since its inception. In summary, anthropology, which excels in studying culture, has its unique features in humanistic quality education and innovative talent cultivation.

2. A review of academic history and relevant literature

At present, scholars have made many research achievements in general education. The relationship between general education and professional education is an important topic of discussion in the international higher education community (Chen Xiangming, 2006a). Chen Xiangming (2006b) analyzed the definition of general education and its differences and connections with concepts such as specialized education, free education, humanities education, quality education, professional education, as well as general and public courses. Li Ke'an (2006) introduced the experience of general education at Peking University using the "Yuanpei Plan" as an example. Huang Kunjin (2006) believes that in American universities, credits for general education subjects account for approximately 30% to 40% of graduation credits. Among them, well-known universities such as Harvard University and Massachusetts Institute of Technology have a relatively high proportion of general education credits; In Japanese universities, general education courses also account for 30% to 40%.

Japanese scholar Huang Futao (2006) believes that although there are significant differences in the use of the same general education concept among countries and regions, with the increase of higher education enrollment rates and the continuous strengthening of the connection between universities and society, the general education curriculum originating from the United States will gradually become the core and main content of undergraduate teaching. Harry R. Lewis (2007) discussed "The Challenges of the 21st Century: The Mission of Universities, General Education, and Teacher Selection."Liu Tiefang (2012) believes that general education in universities needs to go beyond specialized knowledge training and reach a holistic consciousness. Reading and communication oriented towards classics and free knowledge are the basic path of general education in universities. Yi Hongjun (2012) believes that although British universities do not have specialized general education courses, they adhere to the principle of integrating general education with professional education, and the spirit of general education is integrated throughout the entire teaching process.

Cao Xiaohu (2013) analyzed the concepts of general education, quality education, and cultural education. Zhang Liang (2014) analyzed the achievements, difficulties, and solutions of China's general education reform. Chen Li et al. (2016) proposed that "Internet plus education" is not online education, but a reform idea. It is to take the Internet as the infrastructure and innovation elements, innovate the organization mode, service mode, teaching mode, etc. of education, and then build a new education ecosystem in the digital era. Zhang Qi et al. (2016) believe that "increasing attention to learning measurement" has become an important trend in educational reform, and research on learning measurement in e-Learning environments is increasingly highlighting the characteristics of multidimensional whole, real context, and real-time continuity. Cai Yao (2019) believes that the historical evolution of the general education system has shown a close interactive relationship between universities and the state. The national factor is the key to establishing the value shaping mechanism of general education, and universities also transmit core political beliefs and practical public value demands through value education, shaping national citizens. However, the value consensus responsibility of general education in American universities, which is "invisible but not implicit," has emerged as a crisis due to the lack of guidance in catering to

reality, the fusion of diversity, and the deconstruction of consensus. This also provides experience and lessons for the design and practice of university values education that leads to value consensus in China at the current stage.

Xiong Guangqing (2019) believes that the shift from emphasizing professional education to emphasizing general education is a significant shift and inevitable choice in China's higher education. Tong Shijun (2019) believes that general education in Chinese universities should draw on the strengths of others and be inclusive. Gong Furong (2020) believes that from the shallow transformation of "time series reconstruction" to promoting students' "deep learning," flipped classroom are stepping into the deepening path of teaching reform, and data literacy has become a hot and difficult point in teaching. Feng Xiaoying et al. (2021) elaborated on the activity design strategies and typical activities at different stages of blended learning based on the theory of exploratory community model and the dynamic scaffolding model of blended learning, and analyzed the strategies and activity design of typical cases.

Liu Zhengzheng (2021) analyzed the final report of the General Education Review Committee, which was approved by Harvard University in March 2016, and believed that it inherited the basic principles of previous general education projects and reformed the problems it faced, such as vague goals, unclear boundaries, and implementation difficulties; We have established a "4+3+1" curriculum system and put forward new requirements and suggestions for curriculum implementation and the transition from old to new projects; Clarified the concept and highlighted the core objectives; Innovated the curriculum structure and implementation methods; Empower the General Education Committee with full authority to promote its scheduling and utilization of the best teaching resources in the school; Improved review and supervision mechanisms; Reflected the reform principles of people-oriented and orderly transition; Innovate curriculum design to keep up with the needs of the times.

Starting from the etymology of liberal arts education, Cheng Baoyan (2021) reviews the rise of liberal arts education in ancient Greece and the educational concepts and content involved, discusses the development of liberal arts education from the British tradition to the American liberal arts college model, and sorts out the relationship between liberal arts education and general education. Xie Xin et al. (2021) hold that the internal logic of Harvard general education practice is to actively coordinate the conflict between idealism and realism, breadth and depth of general education courses. Jinzi Yuanjiu (2021) believes that in the reform of general education, it is necessary to clarify the significance of general education in university education, focus on cultivating students' personal qualities, and strive to balance the gap between education and professional needs to adapt to the "unpredictable era" of the overall environment. Han Shui Fa (2021) holds that general education directly points to human concerns. Wang Youran (2021) believes that India's 2020 National Education Policy consciously links general education with its own history.

Huang Junjie (2022) believes that general education in universities in the 21st century must guide students to deeply contemplate the meaning and direction of life on the basis of current vocational education, and must also broaden their horizons. Li Guowei et al. (2022) believe that general education curriculum should revolve around the educational value of the curriculum, and lead classroom teaching practice with the dual goals of "knowledge transmission and general education ability cultivation". Liu Juhua et al. (2022) analyzed the existing problems in general education teaching in Chinese universities and proposed several measures to strengthen general education based on the teaching practice of general education at Wuhan University. Li Manli (2022) takes Tsinghua University as an example and focuses on analyzing the history of school-based contextual changes in the intersection and integration of the concepts of general education and humanistic quality education. Han Tong (2022) believes that the research trend of general education in China since the 21st century can be divided into three stages: rapid development, stable development, and in-depth development. Research hotspots mainly focus on two main themes: training objectives and training processes. Zhang Rulun (2022) believes that the true meaning of "general education" is to learn from the great achievements of human civilization, hone virtues, and achieve noble personalities.

Overall, scholars have conducted a more in-depth review of general education in some universities in Europe and America, and have incorporated them into the practice of higher education reform in their own countries. Of course, as nation states remain the sovereign subject of international relations practice today, cultural values and their human consensus that transcends nation states are imperative. The report "Reflection on Education: A

Transformation towards a "Global Community of Interest" released by UNESCO in 2015 pointed out that education should enable students to form a sense of shared destiny with the social, cultural, and political environment of the local country, as well as a spirit of solidarity among all humanity; By understanding the interdependence of social, economic, and environmental changes at the local and global levels, recognize the challenges faced by community development; Committed to participating in civic and social actions at the local, national, and global levels, driven by an individual's sense of responsibility towards the community.

Therefore, the general education curriculum should not only disseminate real knowledge to students, but should also be higher-order thinking and abilities that understand nature, humanity, and society, as well as wisdom that can meet the challenges of modern life. Unfortunately, there are still relatively few research results exploring these issues at present.

3. The Course Positioning, Development History, and Main Teaching Issues of Anthropology and Modern Life

3.1 Course positioning

This course is a humanities general elective course aimed at undergraduate students from comprehensive agricultural colleges and universities, which applies anthropological knowledge, theories, and methods to the fields of marriage and family, spiritual world, public health, consumer culture and ethnic identity, as well as cultural exchange and mutual learning in modern life.

According to the school running orientation of South China Agricultural University, which is "committed to cultivating top-notch innovative and industry leading talents with lofty ideals, family and country feelings, excellent skills and pragmatic spirit", and "actively building a new pattern of opening up and helping to build a community with a shared future for mankind", this course is organically integrated into the ideological and political elements of the curriculum, such as the expansion of cultural quality and the cultivation of family and country feelings, cultural empowerment, value shaping, and the cultivation of thinking ability, in terms of local style and civilization, harmony, people first, life first, health community, cultural security and overall national security, human civilization exchange and mutual learning, Chinese path to modernization, building a community with a shared future for mankind, and the great rejuvenation of the Chinese nation, according to the development of the times and changes in modern lifestyle, through The introduction of high-quality MOOC resources, self built curriculum resources, online and offline hybrid teaching and other ways to realize the restructuring of teaching content and resources, promote the common education curriculum, professional courses, ideological and political courses to go hand in hand, enhance students' learning interest, enhance students' systematic understanding of curriculum knowledge and the disruptive changes in students' self-awareness, and enhance students' learning experience and new gains New insights, new understandings, and new discoveries ("Four News"), creating an "interesting", "beneficial", and "soulful" general education course (A series).

3.2 Development history

Since its establishment in March 2003, this course has gone through five stages of development: traditional classroom teaching (2003-2011) → branded and textbook oriented limited elective (A-series) courses (2012-2015) → open, online, and MOOC oriented high-quality video courses (2016-2019) → first-class undergraduate courses in Guangdong Province, China (blended online and offline courses, 2020) → national first-class undergraduate courses in China (blended online and offline courses, 2023).

Each stage of this course continuously improves and enriches the course construction content, integrating ideological and political elements into the curriculum in a timely manner. In August 2023, this course won the Special Award in the General Undergraduate Education Track of the Third "Smart Tree Cup" Course Ideological and Political Demonstration Case Teaching Competition. At present, the course team consists of one professor, one associate researcher, one associate professor, and one lecturer.

3.3 *The main problems in ideological and political education in the curriculum*

3.3.1 Analysis of learning situation

1) In the era of globalization, anthropology is needed to empower college students with the mission of "global vision, local action" and actively respond to global challenges and various social risks.

With the acceleration and deepening of globalization, global issues such as transnational marriage, public health, cultural conflicts, cultural exchanges, and ethnic identity are becoming increasingly prominent, requiring people to actively respond. On the other hand, China is comprehensively promoting the great rejuvenation of the Chinese nation with Chinese path to modernization and striving to achieve the second century goal. Implementing the strategy of building a strong country through education, technology, and culture is a necessary path to achieve the second centenary goal and comprehensively promote the great rejuvenation of the Chinese nation. Anthropology, with its characteristics of comprehensive research, interdisciplinary research, and reflective research, can make unique contributions to modern life in many aspects such as politics, economy, education, healthcare, population, religion, and ethnicity. Offering a general course on "Anthropology and Modern Life" is a necessity of the times, China, and society.

2) The education and teaching of humanities and general education courses in the era of artificial intelligence face enormous challenges in terms of teaching philosophy, teaching resources, teaching content, and teaching methods.

2005 was the year of the rise of WeChat in China, and 2012 was the first year of MOOC in China. With the development of information technology, people's access to information and knowledge has become more convenient and flexible. On the one hand, this provides technical support for innovation in higher education and teaching, but on the other hand, it also poses more challenges and higher requirements for the education and teaching work of university teachers. Simple knowledge transfer is no longer sufficient to meet the learning requirements of students in the information age. The knowledge of the information age is information-based, massive, fragmented, and even more electronic, intelligent, and globalized. How to choose appropriate knowledge from diverse knowledge for reconstruction, and to transform and enhance abilities and qualities is a common teaching challenge faced by university teachers and students in the information age.

With the advent of the artificial intelligence era, where should the future focus of general education be? Professor Xu Lei, Vice President of Fudan University in China, said at the 3rd China General Education Conference held in mid-July 2023, "The concept of general education is for the cultivation of people, allowing students to learn to view the world from different perspectives and apply different ways of thinking." Mr. Shi Chao, founder and chairman of Chaoxing Group, believes that the courses provided to students in the future will shift from "work meals" to "buffet meals," which means establishing different ability model goals based on the different needs of schools and students. With the help of AI models, students can independently plan their learning paths and freely choose courses. This undoubtedly poses a huge challenge to our general education and teaching.

3) Traditional offline classroom teaching is difficult to meet the teaching needs of high-quality talents with personalized self-directed learning, and the integration of general education courses and professional courses.

The university where this course is located is an agricultural college, with coordinated development of multiple disciplines such as agriculture, engineering, humanities, science, economics, management, law, and arts. The majority of undergraduate students come from rural areas. This course is mainly elective for undergraduate students from different colleges, grades, and majors of our university. There are significant differences in the subject and professional backgrounds of students, and their original intention, learning attitude, and behavioral outcomes of taking this course are also different. The traditional offline classroom teaching method is single, the teaching content and resources are relatively outdated, there is less interaction in large class teaching, and the phenomenon of students "mixing credits" is more common. Table 1 reflects the changes before and after the education and teaching reform of this course.

Table 1 Comparison of teaching methods and effects before and after the teaching of this course

content	Before 2016	2016-2019	After spring 2020
Teaching methods	In traditional large class teaching, the phenomenon of "dull classroom" and "full classroom teaching" is obvious.	The main focus is on offline large class teaching, supplemented by online teaching on course websites.	Utilize online education platforms such as Wisdom Tree and Rain Classroom to carry out blended flipped classroom teaching before and after class, both online and offline.
teaching effectiveness	Teacher-centered, students passively learn, lack interaction, and overall poor teaching effectiveness.	Teacher-centered student participation in some online learning, increased interaction, and the utilization of high-quality resources needs to be improved.	Putting students at the center, personalized self-directed learning, increased interaction, and better transformation from "mixing credits" to "enhancing literacy."

According to the statistical results of the pre class questionnaire survey, among the course selection students in the autumn semester of 2023 (32 people choose courses, 20 people participate in the online questionnaire survey, n=20), 60% are male and 40% are female; Freshman students account for 5%, sophomore students account for 20%, junior students account for 70%, and senior students account for 5%; Agriculture accounts for 35%, art stations account for 20%, engineering accounts for 15%, management accounts for 10%, literature accounts for 10%, economics accounts for 5%, and science accounts for 5%; 85% of the students see course selection information in the course system, 5% are recommended by other students, 10% are known through the campus network or official account, and 5% are known through the official account of this course. Most students (61.905%) have a unclear understanding of the anthropology discipline involved in this course, with only 38.095% having some understanding of the anthropology discipline.

The main purposes for students to choose this course are: finding it interesting (22.857%), interested (20%), potentially helpful for their future development (20%), requiring credits (17.143%), wanting to improve their self-cultivation (11.429%), easily passing the course assessment in listening and speaking (5.714%), and easily getting points in listening and speaking (2.857%).

In addition, based on the feedback and statistical analysis of the learning situation during and after this course, we found that some students hope to learn more professional knowledge about human society or recommend/explain ethnographic research, or some vivid and interesting cases and stories, even some life insights, etc. However, most students did not provide any opinions or suggestions.

Based on more than a decade of traditional offline classroom teaching, we have found that: how can students transition from passive learning and less interaction in traditional large class offline teaching to active learning and enhanced interaction? How can students benefit from course learning instead of just earning a few credits, enhance their sensitivity to human survival issues, and cultivate their participation and tolerance in understanding others, reflecting on themselves, and building a harmonious society with tolerance? How can students connect their professional course knowledge in general education courses, enhance the breadth and depth of humanistic dialogue, natural dialogue, and technological dialogue? How can teachers select and reorganize course resources from massive and fragmented information, enhance and expand the scope of social and cultural consensus, eliminate social barriers or disputes that may arise from cultural differences, and create soulful and warm humanities and social science general education courses? This course faces many difficulties in teaching.

3.3.2 Issues that need to be addressed in ideological and political education for courses

Based on the previous analysis of the learning situation and years of teaching experience, we have found that there are still the following ideological and political teaching problems that need to be addressed in this course:

1) Although humanities quality general education courses are easy to incorporate ideological and political elements into the curriculum, they are mostly fragmented (point like), mechanized, and superficial, lacking integrated overall design and organic integration.

2) Another teaching pain point that this course needs to focus on addressing is how to enhance students' literacy through course learning, rather than just "mixing credits," enhance their sensitivity to human survival issues, and cultivate their participation and tolerance in understanding others, reflecting on themselves, and embracing society.

3) In the past, most general education courses only focused on imparting knowledge, neglecting the connection between general education courses and professional courses, and lacking the cultivation of students' reflective and critical higher-order thinking in the diverse dialogue between humanities, nature, and technology.

In summary, this course mainly faces teaching problems such as the lack of integrated or holistic design of ideological and political education, guiding students to enhance their literacy rather than just "mixing credits," and low integration of students with vocational education.

4. Teaching innovation measures

4.1 Overall design of ideological and political education in this course, achieving integration of ideological and political education in the curriculum

4.1.1 Integrating ideological and political education into curriculum objectives

Anthropology is an ancient discipline and also known as the "wonderful discipline for planning the development of human society." Its mission is to "seek its inherent rationality and order among the widespread cultural differences in human society, and pave the way for the liberation and self-liberation of human society." Anthropology's understanding of cultural diversity and respect for multicultural values, as well as advocating for the cultural practice of "each beauty has its own beauty, the beauty of beauty is shared, and harmony is different," provide a unique perspective and theoretical basis for us to understand society, understand others, integrate into life, and exchange and learn from each other. Therefore, this course sets the following ideological and political goals:

1) Knowledge objective: To guide students to understand and master the core concepts, theories, methods, and knowledge of marriage and family, mental health, public health, consumer culture, and cultural integration in modern life, and to enhance their systematic understanding of the curriculum knowledge. On this basis, learn to draw a course knowledge mind map, connect this course with the professional course knowledge learned by students, and achieve the connection and integration of knowledge between general education courses and professional courses.

2) Ability objective: To guide students to apply anthropological knowledge, theories, and methods to correctly understand social life, eliminate cognitive biases, change traditional thinking, observe and think about social life from a new perspective, correctly understand the cultural logic behind social phenomena, enhance higher-order thinking, and have the ability to better adapt to modern life.

3) Literacy goal: To promote the integration of humanistic spirit and scientific spirit, general education and disciplinary professional education, cultivate and forge the soul in the same direction of general education courses, professional courses, and ideological and political courses, based on the actual situation of agricultural comprehensive colleges, inspire students' ambition and national agriculture, cultivate their spirit of diligence and hard work, enhance their overall ability, enhance their humanistic quality, and promote their overall and comprehensive development.

4.1.2 The course content should be integrated or integrated with ideological and political education.

This course focuses on the fundamental task of building morality and cultivating people. Guided by the Thought of XI Jinping Socialism with Chinese Characteristics in the New Era, the humanistic spirit and the Chinese spirit, it organically integrates the ideological and political elements of the courses such as cultural diversity, local style and civilization, harmony and family style, people first, life first, health community, culture and national security,

human civilization exchange and mutual learning, Chinese path to modernization, building a community with a shared future for mankind, and the great rejuvenation of the Chinese nation into the development of humanistic quality, cultivation of family and country feelings, cultural empowerment, value shaping, and cultivation of thinking ability, to create an integrated or integrated curriculum ideological and political system of this course. Specifically, the content, objectives, and ideological and political elements of each chapter in this course are shown in Table 2.

Table 2 Main content, objectives, and ideological and political elements of this course

Chapter Name	Knowledge goals	Ability goals	Literacy goals	Ideological and political elements
Chapter 1 Basic Knowledge of Anthropology	Understand the concept, birth, and development process of anthropology; Master 10 sets of 23 core concepts in anthropology; Understand the basic theories and methods of anthropology.	Have a preliminary understanding of the core concepts, basic theories, and methods of anthropology, and be able to apply them to observe and contemplate modern society.	Correctly understand the relationship between anthropology and modern life, and realize the important significance of human cultural diversity and "local knowledge" for the harmony of modern society.	The spirit of humanities and science, the diversity of human culture and the exchange and mutual learning of diverse civilizations, and the community with a shared future for mankind.
Chapter 2 Anthropological Interpretation of Modern Marriage and Family	Understand the historical evolution of human marriage and family; Master the basic characteristics of modern marriage and family life.	Be able to apply anthropological knowledge, theories, and methods to observe and contemplate modern marriage and family issues.	Enhance students' understanding of different forms of human marriage and family, and empower their worldview, outlook on life, and values.	Harmony in family style, beauty in each person, beauty in beauty, beauty in harmony but different.
Chapter 3 Anthropological Analysis of Modern Spiritual Life	Understand the diversity and differences between spiritual life and modern spiritual life; Mastering both major and minor traditions, and experiencing changes in spiritual life; Understand symbolic symbols and cultural significance, religious beliefs and spiritual space.	Be able to apply the knowledge of cultural diversity in anthropology to correctly understand the differences in human spiritual life and the changes in traditional human culture in spiritual life.	Enhance students' correct understanding of ethnic customs, historical culture, and religious culture, and guide them to have a correct understanding of popular beliefs, superstitions, religion, and scientific cultural phenomena through Marxist religious views.	The creative inheritance and innovative development of the excellent traditional culture of the Chinese nation, as well as the diversity of human culture and the exchange and mutual learning of human civilization.
Chapter 4 Anthropological Reflections on Public Health in the Era of Globalization	The relativity and understanding between health and public health; Epidemics and their common types; Health concepts, etc.	Be able to apply anthropological knowledge to analyze issues related to human epidemic prevention and control, as well as human cultural awareness.	Enhance students' cultural awareness of multi-level balance and harmony in modern society (industrial era), eliminate cognitive biases, and promote social harmony and physical and mental health.	Enhance students' cultural awareness of multi-level balance and harmony in modern society (industrial era), eliminate cognitive biases, and promote social harmony and physical and mental health.
Chapter 5 Consumer Culture and Ethnic Identity in the Era of Globalization	The consumer culture in the era of globalization, the national and contemporary characteristics of consumer culture in the era of globalization; Economic globalization, cultural consumption, cultural identity, ethnic identity, etc.	Be able to apply anthropological knowledge, theories, and methods to correctly analyze issues such as changes in consumer culture in the era of globalization.	Correctly understand the cultural and ethnic identity issues hidden behind cultural consumption and consumer culture in the era of globalization, and guide students to have a correct view of cultural consumption such as beauty, international tourism, and luxury goods consumption.	The ideological security, cultural commodification and commodity cultural value, cultural security and overall national security concept in cultural consumption.
Chapter 6 Cultural Exchange and Civilization Integration in the Era of Globalization	Information dissemination in the era of globalization and cultural exchange in international communication and cooperation; Cultural diversity and its challenges in the era of globalization, as well as the clash and rational return of civilizations in the era of globalization; The integration and symbiosis of human civilization.	Be able to apply anthropological knowledge, theories, and methods to correctly view issues such as cultural dissemination and cultural conflicts, as well as their interaction, adaptation, and integration in international talks.	Correctly understand the relationship between human cultural exchange and the conflict and integration of civilizations, correctly understand the dialectical relationship between the diversity and unity of human civilization, the conflict and integration of civilizations, and accurately understand the historical logic, practical logic, and theoretical logic of Chinese style modern civilization and the great rejuvenation of the Chinese nation.	Civilized exchanges and mutual learning, science and technology and society, science and technology and culture, science and technology and the world, science and technology and ethics, cultural diversity, civilization blending and symbiosis, Chinese path to modernization, and the great rejuvenation of the Chinese nation.

4.2 Innovative teaching methods to promote the enhancement of ideological and political literacy in the curriculum

This course changes the traditional offline classroom teaching methods of "cramming," "dull classroom," and "one talk", and implements a blended teaching approach centered on students, with diverse platform human-machine interaction, organic integration between online and offline, and diverse flipped classroom activities. It solves the problems of less interaction, more passive learning, and lack of learning interest among students. The specific situation is shown in Table 3.

Table 3 Comparison of teaching methods before and after the reform of this course

	Traditional offline classroom teaching	Online and offline hybrid flipped classroom teaching
Teaching methods	Teacher centered, "cramming," "boring classroom," "one-on-one," and emphasizing knowledge transmission	Student-centered, human-computer interaction, online and offline, flipped classroom, emphasis on ability and literacy development
teaching effectiveness	Students have less interaction, more passivity, less interest, poor learning outcomes, and insufficient abilities and literacy	Students have more interaction, autonomy, high interest, good learning outcomes, and improved abilities and literacy

While innovating teaching methods, restructure course resources and content. The traditional offline teaching resources of this course mainly focus on the content of chapters one to six of the textbook "Anthropology and Modern Life" (Modern Education Press, 2012 edition). After the reform of blended online and offline teaching, the content of "Cultural Interpretation of Modern Life" (Science Press, 2022 edition) has been added.

The traditional offline teaching resources are mainly paper teaching materials and courseware. The teaching resources for mixed innovation and reform include paper teaching materials, electronic teaching materials, MOOC videos, online videos, course WeChat official account and other digital resources. Through the integration of paper and data, as well as the integration of different platforms, the traditional offline teaching resources have been changed from being single, laying the foundation for a hybrid flipped classroom teaching approach. Students become active and busy through human-computer interaction and participation in classroom activities, which brings the classroom to life and enhances their interest in learning. Please refer to Table 4 for details.

Table 4 Comparison of course resources before and after reconstruction

	Before the restructuring of course resources	After the restructuring of course resources
Resource type	Paper textbooks and courseware PPTs	The organic combination of digital resources such as paper textbooks, electronic textbooks, MOOC videos, online videos, and Rain Classroom courseware with textbook resources
Obtaining method	Manual retrieval and collection, with a single method and slow acquisition speed	Online retrieval, digital storage, on-demand applications, multiple combinations, diverse methods, human-machine interaction, fast acquisition speed
Get Path	Purchase or borrow paper textbooks, manually copy or send courseware PPTs via email, QQ, WeChat, etc	Refer to electronic textbooks and view various electronic resources (PPT, MOOC videos, online test questions, discussion questions, assignments, etc.) assigned by the learning teacher on online platforms such as Rain Classroom or Study Use. The main resources of this course are "learning power - Guangdong learning platform of China - MOOC lecture hall - MOOC of South China Agricultural University - anthropology and modern life" and MOOC "cultural interpretation of modern life" of online open curriculum alliance of universities in Guangdong Hong Kong Macao Greater Bay Area. The relevant MOOC videos on the course's WeChat official account ("culture and modern life") are auxiliary resources.
Resource utility	Resource combination machinery with low resource utilization rate	The transition from simple combination of paper numbers to deep integration of numbers results in high resource utilization efficiency

On the basis of reconstructing course resources, combined with new phenomena in the fields of marriage, family, spiritual life, public health, cultural consumption, cultural exchange, and cultural integration both domestically and internationally, timely update and restructure course content and knowledge points, organically integrate ideological and political elements into the course, help college students apply anthropological knowledge, theories, and methods to correctly understand society, understand others, reflect on themselves, correctly recognize and

adapt to modern social life, seek common ground while reserving differences in the harmonious but different human world, and contribute their wisdom and strength to creating a "beautiful and shared" community with a shared future for mankind.

Due to the focus of this course on introducing the theoretical knowledge of anthropology and its application in the broader thematic areas of modern life (marriage and family, spiritual life, public health, consumer culture and ethnic identity, cultural exchange and cultural integration), in order to facilitate students' understanding of the course knowledge, the main lecturer introduced the MOOC video resources and related courseware of "Cultural Interpretation of Modern Life" from the Guangdong Hong Kong Macao Greater Bay Area Online Open Course Alliance MOOC, which interprets the more micro basic areas of modern social life (clothing, food, housing, transportation, travel, shopping, entertainment, marriage, funeral, birth, aging, illness, death, burial, and sacrifice) in the learning or rain classroom, and utilized school-based course resources. Reconstruct the teaching content of this course by inserting relevant built-in MOOC videos (including textbooks) and Rain Classroom courseware. The comparison of the content before and after the reconstruction of this course is shown in Table 5.

Table 5 Comparison of course content before and after reconstruction

Chapter Name	Before restructuring the course content	After restructuring the course content
Chapter 1 Basic Knowledge of Anthropology	Explain the basic knowledge of anthropology one by one according to the order of the textbook content	Utilizing the self-developed and constructed Smart Tree Shared Course, the Guangdong Hong Kong Macao Greater Bay Area University Online Open Course Alliance MOOC (Cultural Interpretation of Modern Life) 0.2 Modern, Modern Life and Cultural Interpretation, as well as online video resources such as "Modern Life Rhythm Needs a Sense of Ritual" and electronic treatises or textbooks such as "Cultural Anthropology" and "General Theory of Anthropology" to restructure course content; Adjust the teaching content based on students' online self-directed learning situation and feedback, disrupt the order of textbook content, and focus on explaining the content marked as "not understood" when students engage in online self-directed learning.
Chapter 2 Anthropological Interpretation of Modern Marriage and Family	Explain the historical evolution of marriage and family, the basic characteristics of modern marriage and family life, and modern marriage and family from an anthropological perspective according to the textbook content.	Using the online open course alliance of universities in the Guangdong Hong Kong Macao Greater Bay Area, which was independently built by the main lecturer of this course, MOOC "Cultural Interpretation of Modern Life" 6.1 Is Marriage or Marriage VS Not Marriage? 6.2 The modern evolution of dowry and dowry, 6.3 Population mobility and transnational marriage, 6.4 The special "forms of marriage" in modern society through MOOC videos, online discussions on "the essence of marriage" and other topics, enrich and expand the course content, inspire students to observe and think about social phenomena; At the same time, provide Engels' e-book on the Origins of the Family, Private Property, and the State for students to read; In response to the situation where students participate less in online discussions in Rain Classroom and more in "Learning Pass" online discussions, the flipped classroom has added video materials such as "Little Couple Using Ancient Chinese Poetry to argue?" to carry out classroom discussions, enhance students' understanding and sublimation of course knowledge, enhance the thinking level and content challenge of the course.
Chapter 3 Anthropological Analysis of Modern Spiritual Life	According to the textbook content, explain the diversity and differences of modern spiritual life, the evolution of spiritual life in various traditional dimensions, as well as symbolic symbols, religious beliefs, and spiritual space.	The online open course alliance of Guangdong Hong Kong Macao Greater Bay Area colleges and universities MOOC "Cultural interpretation of modern life" 8.3 Differences in Chinese urban and rural death culture, 8.4 Death view in different religious cultures, 9.1 Changes in traditional and modern "filial piety" culture, 9.2 Differences in Western sacrificial culture, 9.3 Analysis of online sacrificial culture in the Internet era and other MOOC videos introduced by the teachers of this course, guided students to read the academic monographs "Ritual Process: Structure and Anti structure" and "Forest of Symbols" in the Chinese version, and discussed online "Talk about your views on the spiritual life of young people in modern society" in the learning channel SPOC. "When flipping classroom teaching, add the words" What time is your thinking? "Case discussion and analysis to improve the high-level and challenge of curriculum thinking in this chapter.
Chapter 4 Anthropological Reflections on Public Health in the Era of Globalization	According to the textbook Content, explain the relativity between hygiene and public health, the relationship between epidemics and human cultural consciousness, and he multi-level balance and	Introducing the three distribution of diseases in Epidemiology 2.5 by Ma Wei from Shandong University, the disease distribution in Chapter 2, Section 3 of Epidemiology by Lei Lijian and others from Shanxi Medical University, as well as the MOOC videos of Traditional Chinese Medicine Health Preservation and Sub health Prevention 9.1 by Sun Hongsheng from Jinan University and Chapter 6 of Culture and Civilization's Impact on the Earth by Su Wenhua from Yunnan University. Students independently study the MOOC "Cultural Interpretation of Modern Life" by the Guangdong Hong Kong Macao Greater Bay Area University Online Open Course Alliance MOOC. 2.9 Food, Diet and Safety Issues, 2.10 Industrial Society and Fast Food Culture, 2.11

	harmony between physical and mental health and human beings.	Cultural Preferences in Modern Video, and 2.12 Cultural Understanding of Public Health. Waiting for the MOOC video, students read the anthropological masterpiece "Cleanliness and Danger" by renowned anthropologist Douglas, and completed an online discussion on the topic of "Talking about Your Understanding of Public Health Issues" in the learning guide. The course content integrates medical and agricultural knowledge, highlighting the integration of interdisciplinary abilities and thinking in humanities, medicine, and agriculture, and highlighting the timeliness and cutting-edge nature of education and teaching in new humanities and agriculture.
Chapter 5 Consumer Culture and Ethnic Identity in the Era of Globalization	According to the textbook content, explain the ethnic characteristics and contemporaneity of consumer culture, economic globalization and changes in consumer culture, as well as cultural consumption, cultural identity, and ethnic identity.	Require students to independently read anthropologist Marshall ` Salins' work "Sweet Sorrow" helps students understand that "the consumption culture in the era of globalization is just the dissemination and transformation of Western worldviews in non Western societies." In addition, students independently study the MOOC "Cultural Interpretation of Modern Life" by the Guangdong Hong Kong Macao Greater Bay Area Online Open Course Alliance. 10.1 Industrial Civilization and Culture, 10.2 Information Civilization and Culture, and other MOOC videos are used to discuss "your views on cultural consumption in the consumption era." During the flipped classroom discussion, "How to understand the McDonald's trend in society?" Through these reconstructions, students can enhance their understanding of cultural consumption and national identity in the era of globalization.
Chapter 6 Cultural Exchange and Civilization Integration in the Era of Globalization	According to the textbook content, explain in sequence the information dissemination and cultural exchange in the era of globalization, the cultural diversity and conflicts of civilizations in the era of globalization, and the integration and coexistence of civilizations in the era of globalization.	Students independently learn MOOCs from the Guangdong Hong Kong Macao Greater Bay Area Online Open Course Alliance, titled "Cultural Interpretation of Modern Life." 10.3 Religious Civilization and Culture, 10.4 Harmonious but Different Cultural "Planets," and other MOOCs. Students independently read UNESCO Owen ` Lazlo's "UNESCO International Expert Study Report: Planet of Multicultures (2nd Edition)" (published by Social Science Literature Press in 2004) and online discussion on "How to understand the exchange and mutual learning of human civilization and the construction of a community with a shared future for mankind?" during the flipped classroom discussion on "How to understand the exchange and mutual learning of human civilization?" to enhance students' understanding and awareness of cultural exchange, civilization "conflicts" and their integration and symbiosis in the era of globalization.

In the teaching activities of this course, teaching platforms, resources and tools such as Rain Classroom, learning power China Guangdong learning platform and WeChat official account are comprehensively used. The main reason is that the teaching function of Learning Pass is more powerful than that of Rain Class. The powerful learning country - China Guangdong Learning Platform and WeChat official account ("Culture and Modern Life") are important supplements to Rain Class and Learning Pass resource platform, which can better meet the individual learning needs of students. Of course, the MOOC videos on the Guangdong Learning Platform MOOC Lecture Hall only provide relatively limited course resources; The course WeChat official account ("Culture and Modern Life") is the "second class." Students can interact with teachers by leaving messages and other ways. It is an important complement to teacher-student interaction and classroom extension, and has its necessity, rationality and appropriateness.

4.3 Innovative teaching evaluation methods, leading the integration and deep integration of general education courses and professional course knowledge

4.3.1 Develop clear and reasonable evaluation metric

This course adopts a diversified evaluation method that combines process and personalization (value-added), formative evaluation and outcome evaluation. The specific situation is shown in Table 6.

Table 6 Multivariate evaluation metrics for this course

Evaluation type	Score percentage (%)	Process evaluation			Personalized (value-added) evaluation
		before class	In class	after class	

	Regular grades (40%)	15% of online learning situations (discussions, assignments, tests, etc.) in Xuetong.	Performance in flipped classroom discussions and communication (10%).	Learning through video learning, online testing, etc. (15%)	Student engagement and autonomy
Formative evaluation	Final assessment score (50%)	1) Examining students using mind mapping to organize the main content knowledge and its professional relevance and transfer in this course (50 points), and measuring the achievement of medium and low goals. 2) Assess the main gains and experiences of students in studying this course (50 points), and measure the achievement of medium to high goals; All are open-ended subjective questions, focusing on testing students' growth and sense of achievement.			Voting and suggestion questions are not scored, and the focus is on assessing student satisfaction, recognition, and recommendation.
	Attendance score (10%)	Personalized learning without attendance	Mainly through in class attendance tests	Personalized learning without attendance	Autonomy
Outcome evaluation	Overall course evaluation score Total (100%)	Calculate the overall course evaluation score based on the proportion of online and offline regular scores, offline attendance scores, and final assessment scores.			Goal achievement rate

The overall course evaluation score is 10% attendance for Rain Classroom or Learning Pass, 40% regular grade, and 50% final assessment (see Figure 12). Among them, the usual score (40%) is 15% of the online learning situation in Rain Classroom+15% of the online learning situation in Learning Pass (discussions, assignments, tests, etc.)+10% of the classroom discussion and communication performance.

Final assessment (50%)=Rain Classroom or Learning Pass online completion of 2 subjective questions+2-4 voting or suggestion questions. Among them, the first subjective question mainly tests students to use mind mapping to sort out the main content and knowledge of this course, understand their mastery of the course content and knowledge, pay special attention to the connection, correlation, and integration of the knowledge of this course with their professional course knowledge, and focus on testing transferability; The second subjective question tests the main gains and experiences of students in studying this course, mainly examining their growth and changes in worldview, outlook on life, and values after studying this course, their improvement in empathy and critical thinking abilities, as well as whether they have a broad perspective, understand how to view problems from different perspectives and have greater inclusiveness towards the world, and whether they can internalize the course knowledge into morality, attitude, thinking, ability, and wisdom, etc. Voting questions are not scored and mainly assess students' level of attention and recognition towards the content of course chapters, as well as the overall recommendation of the course. Suggested questions mainly allow students to provide feedback and suggestions on the improvement of this course, as an important basis and support for the analysis of the next class situation. The specific situation is shown in Table 7.

Table 7 Final Exam Gauges for this Course

Test question types	Test question content	Key points of examination questions	Test score
Scoring questions	(1) Draw a mind map of the content and knowledge of this course, and relate it to one's own professional course knowledge.	1) The level of mastery of the course content and knowledge by students (20 points). 2) The degree of correlation and integration between the student's knowledge of this course and his/her professional course knowledge (15 points). 3) The transferability of the student's knowledge of this course and his/her professional courses (15 points).	50
	(2) The main gains and experiences from studying this course.	1) Emphasis is placed on examining the growth and changes in students' worldview, outlook on life, and values after studying this course. 2) Emphasis is placed on examining the ability of students to empathize and improve their critical thinking skills. 3) Assess whether students have a broad perspective. 4) Assess whether students understand how to approach problems from different perspectives and whether they have greater inclusiveness towards the world. 5) Assess whether students can internalize course knowledge into their own character, attitude, thinking, ability, and wisdom.	50

(Each of the above assessment points has 10 points, totaling 50 points)			
Non scoring questions	(3) Which chapters of this course do you think are more important? (Voting question)	Mainly tests the student's level of attention and recognition towards the content of this course.	As an important basis and support for analyzing the learning situation before the next class starts.
	(4) What content of this course are you interested in? (Voting question)	Test students' interest and recognition in the content of this course	
	(5) Would you recommend this elective course to other students? (Voting question)	Assess students' recognition and recommendation of this course.	
	(6) What are your opinions or suggestions on the teaching of this course? (Open text questions)	Soliciting students' opinions and suggestions for improvement in this course.	
			0

The course evaluation methods are diverse, the evaluation methods are in line with teaching objectives, and the evaluation metrics are clear and reasonable. Especially, the final examination adopts a non standardized exploratory, speculative, and reflective comprehensive evaluation, which can more accurately measure the learning effectiveness of students.

4.3.2 Timely feedback on student learning progress

The evaluation of online and offline learning is coherent and complete, with a systematic collection of process and outcome data. Data based teaching diagnosis and reflective teaching are carried out, and the reform of blended online and offline teaching is continuously promoted.

During online self-directed learning, teachers guide and supervise students, and track their progress in self-directed learning; Before flipped classroom teaching, based on the analysis of students' online self-directed learning situation, grasp the key points of flipped classroom teaching, and solve the shortcomings of students' online self-directed learning in a targeted manner (such as PPT pages marked with "don't understand" in the courseware, low accuracy exercises interspersed in the courseware, deviations in theme discussions, etc.), frame the content to be taught in the class; Assign tasks after class and suggest that students watch replays and preview new content.

In addition, design non scoring voting or suggestion questions in the final exam to understand which chapters of the course students are interested in, which chapters they consider important, and whether they will recommend the course to other students; Understand the opinions or suggestions of students on the teaching of this course, in order to make adjustments and improvements in the next teaching.

5. Innovative effects of curriculum teaching reform

5.1 The integrated ideological and political design concept of integrating value shaping, knowledge transmission, and ability cultivation in the curriculum is advanced and has achieved significant results

This course is designed with integrated ideological and political education in terms of value shaping, knowledge imparting, and ability cultivation, which can fully reflect the value leading educational philosophy and characteristics of humanistic quality education general courses, and is scientific, ideological, and contemporary. This can be reflected in students' self-awareness and learning feedback.

A student surnamed Lee wrote in the final assessment report, "The greatest inspiration this course has given me is that in the face of global cultural diversity, adhering to the cultural autonomy of 'each beauty has its own beauty' and the cultural consciousness of 'beauty is shared, harmonious but different' should become an important way to resolve cultural or civilizational 'conflicts.' Harmony but difference 'is a basic humanistic value that should be upheld in the process of Chinese cultural research."

This course goes hand in hand with professional courses and ideological and political courses, providing them with rich nourishment in cultivating their values. Students have reshaped their values and enhanced their critical

thinking abilities in the process of learning knowledge. A student surnamed Wen said in the final assessment report, "The biggest gain from studying anthropology is the ability to view the world with the 'anthropologist's thinking', adhere to cultural pluralism, firmly believe in cultural relativism, respect all 'differences', broaden one's horizons, broaden one's mind, reject prejudice and discrimination, learn dialogue and communication, and seek common ground while reserving differences in contradictions... The entire three perspectives have changed, what can be more significant than this gain?"

5.2 Effective measures such as learning situation and goals, content and resources, process and methods, evaluation and feedback have led to significant results in ideological and political education in the curriculum

The teaching content of this course originates from life, but it is higher than life; Through the teaching of course knowledge and discussions and exchanges on real-life related topics, guide students to pay attention to society, love life, enhance cultural confidence, eliminate cognitive biases, forge a sense of community with a shared future for mankind in the era of globalization and artificial intelligence, and achieve a "multi standard integration" of knowledge goals, ability goals, and literacy goals; At the same time, it takes into account the universality of general education and the particularity of disciplines such as agriculture and engineering in our school, highlighting the characteristics of humanistic quality education through the cross infiltration of multiple disciplines.

Over the course of more than 20 years of construction and development, this course has focused on the growth and development of students, integrating ideological and political elements into the curriculum with the times, constantly enriching and updating content resources, exploring a student-centered and goal oriented online and offline hybrid general education teaching model that shares multiple platforms, and combines general courses with professional courses and ideological and political courses. The flipped classroom "six step method" has achieved good teaching results and received recognition and praise from students. A student surnamed Wu wrote in the final assessment report, "Anthropology and Modern Life is an excellent first-class course, and after a semester of study, I have gained a lot... After studying this course, I feel like I have come across a profound understanding and insight into what human beings are, how humans develop and live, and how they have evolved such a rich and colorful culture. In terms of marriage, family, and interpersonal relationships, I have gained new insights. In the face of globalization and human issues, I have changed my way of thinking, thinking from some new perspectives, and discovered and gained many new understandings. In summary, studying this course has enabled me to gain a lot of new understanding." I have gained many new insights and discoveries about humanity! "

From the feedback of these students, it can be seen that the blended online and offline teaching design and practice of this course are not only beneficial for students to have a broad career, broad mindedness, eliminate prejudice and discrimination, learn dialogue and communication, but also help students understand common problems in real life with a lot of anthropological knowledge. It helps students change their traditional thinking, observe and think about social life from a new perspective, and correctly understand the cultural logic behind social phenomena; Helps students to see through the essence, comprehend life, and promote the goodness and goodness of human society.

Through the alignment of general education courses, professional courses, and ideological and political courses, knowledge is reconstructed and ideological and political elements are integrated into the curriculum, moving students, expanding their cognition, enhancing their systematic understanding and disruptive changes of course knowledge, enhancing their learning experience, new gains, insights, and discoveries. A student surnamed Zhang said in the final assessment report, "Through this course, I have gained a certain understanding of anthropology and a deeper reflection on this society... Anthropology and Modern Life is really a very broad and extensive course, and its content is actually closely related to our daily life. It is also up-to-date and constantly updated, always able to see through the essence of human society and promote human goodness!" A student surnamed Huang also shared the same feeling: "The whole course has benefited me a lot, and I have a deeper understanding of the basic knowledge of anthropology and modern life... Thank you to the school and teachers for giving me the opportunity to choose.... Taking this course has deeply moved me with its rich content and broadened my understanding."

Some students originally came for credits and interests, but the blended online and offline teaching of this course not only provides them with opportunities for self-directed and personalized learning to earn credits, but more importantly, "teaching people to fish" enhances their thinking, cognition, and abilities. The curriculum education and teaching philosophy of "no doubt, no confusion, no confusion" has enabled students to successfully transform from "earning credits" to enhancing their literacy, and has also transformed teachers from being "gardeners" in teaching and nurturing students to "engineers" in cultivating morality. This course has also transformed from students' original "water courses" to "golden courses" that they are willing to recommend to other students.

5.3 Under the guidance of ideological and political education in the curriculum, students have a high sense of identity, participation, achievement, and satisfaction

This course adopts problem oriented and task driven teaching methods. Based on the introduction of anthropological knowledge, the teaching is guided by real-life "problem" discussions, following the problem orientation of "raising questions (teacher or student) - analyzing problems (student+teacher) - solving problems (student+teacher)." It clarifies the teaching tasks before, during, and after class, arranges online and offline teaching tasks reasonably, implements flipped classroom teaching, and students have a high sense of identification, participation, acquisition, and satisfaction with this course. They also give positive evaluations to digital learning and blended online and offline teaching. A student surnamed Gao wrote in the final assessment report, "The course 'Anthropology and Modern Life' has provided me with a new way of thinking and understanding modern life. In the era of cultural exchange, it is very important to learn to appreciate the characteristics and aesthetics of different cultures, understand the differences and similarities between different cultures. Through studying this course, I have improved my cultural literacy and cross-cultural communication ability." A student surnamed Zheng said, "After studying this course, I have gained a lot, and my vision and mind have become broader. I have learned to adhere to cultural pluralism, firmly believe in cultural relativism, and respect all 'differences.' We should abandon prejudice and discrimination, learn dialogue and communication, and seek common ground while reserving differences in contradictions."

This course adopts problem oriented and task driven teaching methods, guided by real-life "problem" discussions, following the problem orientation of "raising questions (teacher or student) - analyzing problems (student+teacher) - solving problems (student+teacher)", clarifying teaching tasks before, during, and after class, arranging online and offline teaching reasonably, implementing classroom flipping, students have a high sense of identification, participation, acquisition, and satisfaction with this course, and greatly improve their evaluation of digital learning and blended online and offline teaching (see Table 8).

Table 8 Student final evaluation of this course in recent years

semester	evaluation method	the proportion of participants in teaching evaluations	the average score of students in evaluating this course
2019-2020 (Second Semester)	MyCOS online questionnaire anonymous survey	92.86%	93.06
2020-2021 (First Semester)	MyCOS online questionnaire anonymous survey	95.83%	93.00
2020-2021 (Second Semester)	MyCOS online questionnaire anonymous survey	81.48%	89.60
2022-2023 (Second Semester)	MyCOS online questionnaire anonymous survey	94.81%	93.60
2023-2024 (First Semester)	MyCOS online questionnaire anonymous survey	95.24%	97.22

Source: According to the data from the teaching quality management platform of the academic affairs department of the university where the main lecturer is located.

5.4 Under the guidance of ideological and political education in the curriculum, students' innovative awareness and ability have been improved, and some students have won competition rewards

This course focuses on guiding students to integrate the relevant knowledge of general education courses with professional courses, expanding their creative thinking, improving their innovation awareness and ability, and providing a source of knowledge, ability, and literacy for the generation of their innovative achievements. This course relies on multiple school level and provincial-level education and teaching reform and quality engineering

projects for continuous improvement. It has won multiple provincial-level awards and has been recognized as a first-class course at the provincial and national levels in China. It has been selected as a "demonstration teaching package" by Chaoxing and has been cited more than 10 times. It has been recognized and praised by Chinese peers, and has good demonstration and promotion value.

6. A simple summary

This course is designed with an integrated approach that closely integrates value leadership, knowledge transmission, and skill development, reflecting the educational philosophy and characteristics. It is rich in ideological, contemporary, scientific, and innovative qualities. The teaching philosophy of this course is advanced, adhering to the principle of cultivating morality and talents, embodying the "student-centered development" approach, integrating value shaping, knowledge transmission, and ability cultivation, fully leveraging the educational role of the course, and highlighting its distinctive features.

The teaching objectives of this course are in line with the school's positioning, student situation, and professional talent cultivation needs, accurately reflecting the requirements for shaping student values, imparting knowledge, and cultivating abilities. A general education curriculum education model and teaching method of "dual heart and four increases, integration of general education and professional education" have been established. Through the six step flipped teaching method, the two-way journey of integrating humanistic spirit and Chinese spirit, and the correlation and integration of general education curriculum and professional courses has been achieved.

This course analyzes the learning situation based on the cognitive characteristics and starting level of students, analyzes their learning habits and abilities reasonably, and accurately summarizes the current situation, characteristics, and laws of ideological development; The grasp of ideological and political education issues in the curriculum is relatively precise. The teaching content of this course is in line with the development and cognitive characteristics of students, reflecting the educational philosophy and goals of the course. The knowledge system of the course is clear and scientific, and the ideological and political education resources contained in the course are deeply and accurately excavated. The integration of ideological and political resources and knowledge content is closely and appropriately integrated.

The overall design of ideological and political education in this course follows the teaching philosophy, focusing on the close integration of ideological and political education with professional education. It is designed from the aspects of teaching objectives, teaching content, teaching activities, teaching methods, teaching methods, textbook selection, teacher allocation, teaching assessment, evaluation feedback, etc. It can effectively implement the requirements of the professional talent training program and the fundamental task of moral education. Rich teaching activities, natural transitions, and fully leveraging the teacher led and student led roles can help students effectively improve their quality, knowledge, and abilities; Pay attention to students' interests, guide their thinking, and emphasize self-directed, cooperative, and exploratory learning; The selection of textbooks and teaching resources is scientific, teaching cases are typical and appropriate, value guidance is emphasized, theory is connected with practice, and ideological and political education is organically integrated into the teaching process. Teaching evaluation has diverse dimensions, diverse methods, scientific content, and is suitable for subject and professional requirements and student characteristics. It can evaluate the development and changes in various aspects such as student quality, knowledge, and abilities.

Author's contributions: Conceptualization and overall design of paper, initial draft writing - review and editing, author 1; literature review, methodology, formal analysis, resources, data organization, writing - preparation of original draft and discussion of revised draft, table visualization, author 2.

Funding: This study was funded by the Guangdong Hong Kong Macao Greater Bay Area University Online Open Course Alliance (Project Number: WGKM2023004)

Conflict of Interest: The authors declare no conflict of interest.

Informed Consent Statement/Ethics approval: All subjects gave their informed consent for inclusion before they participated in the study.

References

- Cai Yao. (2019). Value Education and Responsibility of Universities, *Higher Education Exploration*, (12):74-79.
- CAO Xiaohu. (2013). Analysis of the Concepts of General Education, Quality Education, and Cultural Education, *Course Education Research*, (20):2.
- CHEN Li, LinShiyuan, ZHENG Qinhu. (2016). Opportunities and challenges of China's distance education in the "Internet+"era, *Modern Distance Education Research*, (1):3-10.
- CHEN Xiang-ming. (2006a). On the Relationship between General Education and Specialty Education Based on a Case Analysis of Yuanpei Program of Peking University, *Peking University Education Review*, (3): 71-85.
- CHEN Xiang-ming. (2006b). An analysis of some concepts about general education, *Journal of Higher Education*,27(3)64-68.
- CHENG Baoyan. (2021). The Origin of Boya Education and Its Development in the United States, *General Education Review*, (1):157-173.
- Xiaoying Feng, Yijun Wu, Jieting Cao, etc. (2021). Designing blended learning activities for the Internet Plus age,*Chinese Journal of Distance Education*,(6):60-67.
- Gong Furong. (2020). From "Time and Space Flip" to "Deep Learning": Analysis on the Deepening Path of Information Literacy Flipping Classroom Teaching, *Library Journal*,39(11):74-78.
- HAN Shuifa. (2021). General Education and Human Concerns, *General Education Review*, (1):1-20.
- HAN Tong. (2022). Current Situation, Hot Spots and Frontiers of General Education Research in China Since the 21st Century,*MEITAN HIGHER EDUCATION*,40(5):36-45.
- Harry R. Lewis. (2007). The Challenges of the 21st Century: The Mission of Universities, General Education, and Teacher Selection, *Research in Educational Development*, 5:1-7.
- HUANG Fu-tao. (2006). From Liberal Education to General Education: A Historical and Comparative Perspective,*Fudan Education Forum*,4(4):19-25.
- HUANG Junjie. (2022). The Competition of University Concepts in the 21st Century and the New Direction of General Education, *Bookstore*, (7):4-7.
- HUANG Kun-jing. (2006). The Basic Concepts and Curriculum Planning of General Education in Universities, *Peking University Education Review*, 4(3):26-37.
- JIN Zi Yuanjiu. (2021). General education in an unpredictable era, *General Education Review*, (1):21-29.
- LI Guowei,SUN Shibin, LU Houjun.(2022).Exploration and practice of the construction of general education curriculum system of "Industry 4.0: Internet plus intelligent manufacturing", *Industrial and Information Technology Education*,(2):51-54.
- Li Ke-an. (2006)."Yuan Pei Project" and General Education, *Fudan Education Forum*, 4(1):5-7.
- LIU Juhua, TianYufei,Wu Wei. (2022). Reflection on Carrying out General Education in Universities under the Background of "Double First Class", *New Curriculum Research*, (24):11-13.
- LIU Manli. (2022). Analysis of the Basic Concepts of "General Education" and "Cultural Quality Education", *University Quality Education (Collection for the Second Half of 2022)*, China Higher Education Association University Quality Education Research Branch,(1):15-27.
- LIU Tie-fang. (2012). The Implication and Practicability of University General Education, *Journal of Higher Education*,33(7):1-5.
- LIU Zhengzheng. (2021). The Analysis and Implications of Harvard's 2016 General Education Requirements, *Higher Education Development and Evaluation*, 37(5): 67-80.
- TONG Shijun. (2019). Some Thoughts on University General Education, *General Education Review*, (1):43-48.
- WANG Youran. (2021). India is experiencing a wave of general education, *Chinese Social Sciences Weekly*, 2021-09-15(002).
- XIE Xin,WANG Shiyue,ZHANG Hongxia.(2021).General Education Curriculum in Harvard University:The History,Current Situation and Enlightenments,*Journal of Higher Education*, 42(3):100-109.
- XIONG Guangqing.(2021).Strengthening general education is an inevitable choice for higher education,*China Science Daily*,2021-10-19(005).
- YI Hongjun.(2012).The Idea and Path of General Education in British Universities,*Journal of East China Normal University*(Educational Sciences), 30(4):89-95.
- ZHANG Liang.(2014).General Education Reform in China: Achievements,Dilemma,and Solution, *TSINGHUA JOURNAL OF EDUCATION*,35(6):80-84.
- Zhang Qi,Yang Lingyu.(2016).Learning Measurement Progress and Trends in e-Learning: Based on Eye Movement Application Perspective,*Distance Education and Online Learning*,(11):68-73.

ZHANG Rulun.(2022).Another View on Liberal Arts Education,*General Education Review*, (1):1-4.

ZHOU Da-ming.(2020).On the Significance of Developing Anthropology in China in the New Era,*Journal of Minzu University of China*(Philosophy and Social Sciences Edition),47(2):5-11.