Research on the Theoretical Framework for Innovative Design of Ideological and Political Education Teaching Models in University English Courses in Higher Education Institutions under the New Era Context

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Abstract This study introduces the ASSURE model into the informatization of ideological and political education in university English courses, combining media and materials to establish a theoretical framework and new teaching model that meets the requirements of information technology integration with course content. The study selected students from an introductory English class at a certain university as the research subjects and implemented course-based practical teaching using the ASSURE teaching model. The aim was to explore the application effectiveness of the ASSURE teaching model in ideological and political education within university English courses. The results of the mean analysis of the effectiveness of ideological and political education in university English courses show that the means of each dimension, ranked from highest to lowest, are as follows: national sentiment (4.5869) > moral cultivation (4.4582) > cultural literacy (4.4151) > legal awareness (4.2563) > professional learning (4.1408) > political identity (3.8227). After the ASSURE teaching model was implemented, the post-test reading scores of the experimental class and the control class showed significant differences (P=0.048).

Index Terms ASSURE model, information-based teaching, ideological and political education in university English courses, new model

I. Introduction

The concept of course-based ideological and political education aligns with the development requirements of university curriculum reform and innovation in the new era [1]. Course-based ideological and political education refers to integrating ideological and political education into professional course instruction, promoting the concurrent advancement of university ideological and political education and education on the socialist core value system, and infusing the value concepts of socialism with Chinese characteristics in the new era into university professional course instruction. This aims to root the socialist core values in students' hearts, achieve alignment between professional theoretical knowledge and ideological and political value concepts, and generate synergistic effects across all stages of university course instruction [2]-[5].

Following the introduction of the concept of ideological and political education in university courses, the reform and innovation of university English teaching face significant challenges. Fully integrating the concept of ideological and political education into university English teaching, combining the cultivation of students' English application abilities with ideological and moral education, and taking moral education as the teaching objective, while fully integrating professional course teaching with ideological and moral education, is the inevitable path to achieving ideological and political education in university English courses [6]-[9]. With the implementation of university education reforms, ideological and political education is no longer solely the primary task of ideological and political education courses. Ideological and political education must be integrated into university English teaching, fully exploring teaching content related to ideological and political education within the English major discipline, thereby achieving a university English ideological and political education teaching model [10]-[14]. Therefore, innovative design of the ideological and political education teaching model in university English courses can enable college students to establish correct ideological and value concepts while learning professional course knowledge, thereby better promoting the practical implementation of the ideological and political education philosophy in university English courses [15]-[18]. University English courses bear the teaching responsibility of integrating professional knowledge with ideological and political education. While helping students master foreign language skills, they must also instill correct ideological and value concepts in students, enhance their ideological

and political literacy, and thereby cultivate outstanding talent for society [19]-[22].

The ASSURE teaching model is fundamentally a theoretical framework guiding teachers in selecting and utilizing media and technology for instruction. This paper introduces the ASSURE model into ideological and political education in university English courses. Based on an analysis of the basic elements of teaching, a teaching plan was designed by integrating the six steps of the ASSURE model with traditional teaching methods. The teaching process was implemented through several stages: analyzing learners, stating learning objectives, selecting teaching methods, media, and materials, utilizing media and materials, encouraging learner participation and interaction, and evaluating and revising. This study is guided by the classic ASSURE model of instructional design theory, with first-year students taking English as general education course at a certain university as the implementation subjects, to explore the possibility of innovatively designing a theoretical framework based on the ASSURE model.

II.   ASSURE Teaching Model

The ASSURE teaching model was proposed in the 1989 book Instructional Media and Technologies for Learning, so this study uses the concept of the ASSURE teaching model as defined in that book. The book defines the ASSURE teaching model as an acronym for different teaching steps, including analyzing learners, stating teaching objectives, selecting methods, media, and materials, using media and materials, engaging learners, and evaluating and revising. The ASSURE instructional model aligns with the principles of humanistic educational theory, emphasizing the importance of accommodating differences in learning styles within the educational process.

III.   Theoretical framework for innovative teaching model design

III. A.   ASSURE Teaching Model Framework Construction

The construction of the teaching framework aims to further enhance the alignment between the ASSURE teaching model and English ideological and political education. By incorporating elements of English ideological and political education tailored to the discipline's characteristics, and utilizing information-based assessment tools in the context of digitalization, this framework establishes an ASSURE teaching model tailored to English ideological and political education, providing English ideological and political education teachers with specific teaching design references and standardized operational procedures. The teaching framework with English ideological and political education characteristics is illustrated in Figure 1 [23].

The application and refinement of this model in the English ideological and political education discipline: In the "A Analyze Learners" phase, methods for organizing and analyzing students' basic information have been added, along with software to identify English ideological and political education learning styles. In the "S State Teaching Objectives" phase, the core competencies and teaching priorities of English ideological and political education have been incorporated and elaborated upon. In the "R Require Learner Participation" phase, emphasis is placed on pre-class preparation, in-class interaction, and post-class feedback to encourage student engagement. In the "E Evaluation and Revision" phase, propose using scales, software evaluations, and exercise tests to evaluate both students and teachers. All these improvements and refinements aim to enhance teachers' ability to use information technology and multimedia for teaching and evaluation, as well as to enhance students' sense of participation and learning capabilities. Pre-class assessment of student characteristics enables the design of teaching content, including teaching objectives, teaching scenarios, and activities, to better align with students' learning needs. Basic ability assessment facilitates the formulation of appropriate teaching objectives, the identification of suitable teaching priorities and challenges, and provides a basis for cultivating core competencies in English ideological and political education. Differences in learning styles in English ideological and political education drive the diversification of teaching methods, media, and material selection and application, offering students varied learning experiences. During class, teachers use appropriate teaching methods based on the results of pre-class assessments to present rich textual and visual materials and media through classroom physical carriers, thereby advancing the teaching process. Teachers guide students to participate in different teaching arrangements and activities based on pre-class preparation tasks, in-class scenarios, and post-class learning outcomes shared by students, emphasizing student engagement and positioning students as the central focus of the classroom.

Post-class evaluation is integrated throughout the entire classroom teaching process, including pre-class student assessment, in-class participation evaluation, and post-class goal assessment. Evaluation of students and teachers is conducted through exercise testing, scale observation, and software evaluation, assessing both the achievement of teaching objectives and observing student participation and the completion of each phase of the teacher's teaching model. Based on the feedback from these three evaluation methods, revisions are made to address shortcomings and the effectiveness of these revisions is checked [24].
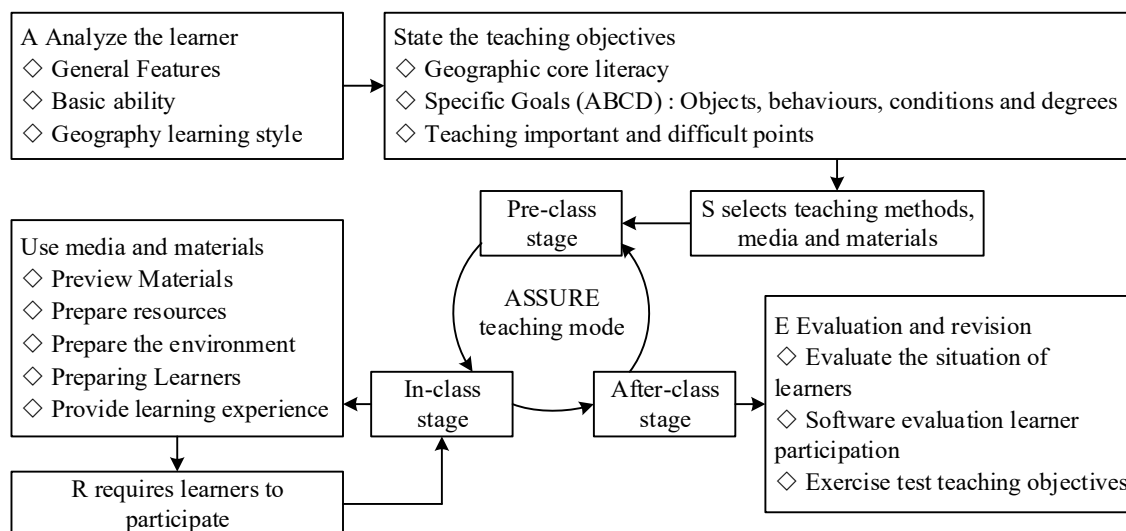
Figure 1: Construction Diagram of the ASSURE teaching mode for high school

III. B. Introduction and Meaning of the ASSURE Instructional Design Model

A Analysis of Learner Characteristics

Learners can be students, trainers, or adult learners in society. The analysis of learner characteristics primarily focuses on the following aspects: (1) General characteristics of learners: These refer to factors such as age, grade level, type of work, job category, religious beliefs, educational background, and socioeconomic background. (2) Learners' prior abilities: This refers to the foundational knowledge and skills learners already possess before undertaking specific learning tasks, as well as their level of understanding and attitude toward learning. (3) Learning styles: These are psychological characteristics that influence how we perceive different stimuli, such as preferences and intensity of perception, habits of information processing, and motivational factors.

S State learning objectives

In a certain sense, objectives can be viewed as a kind of contract between teachers and learners, specifying the activities and responsibilities of teachers and students during the learning process. Once learning objectives are established, it becomes easier to select appropriate media and technologies and determine suitable evaluation schemes. It is important to emphasize that objectives are the goals learners should achieve, not the goals teachers plan to implement in classroom instruction. They describe the outcomes of learning rather than how those outcomes are achieved [25].

S Selecting Methods, Media, and Materials

After analyzing learners to determine their current knowledge and skill levels and identifying the starting point for learning or teaching, the clarification of learning objectives establishes the endpoint to be achieved through instruction. The third phase involves designing instruction to bridge the gap between the starting point and the endpoint. This process includes three steps: determining the instructional methods to achieve specific tasks, selecting the appropriate media types for those methods, and selecting/modifying/developing specific media resources.

U Applying Media and Materials

The ASSURE model not only emphasizes the selection of media and materials but also places greater emphasis on their application. The application aspect here is primarily discussed from the perspective of teacher preparation for instruction. As media materials become increasingly diverse, the application of instructional materials is shifting from a teacher-centered approach to a learner-centered approach.

R Requiring learner participation and interaction

In the implementation of classroom instruction, active learner participation is an indispensable part of the teaching process. Effective learning should involve the instructor eliciting attention and responses from learners and providing feedback. Feedback can come from the learners themselves, printed materials, or learning partners. Group discussions, in-class quizzes, and formative exercises can provide effective practice and feedback. The ASSURE model considers the most effective feedback to be interpersonal feedback, i.e., face-to-face communication.

E Evaluation and Revision

The final step in the ASSURE model is evaluation and revision. Assessment involves checking whether teaching

objectives have been achieved, while revision aims to further improve teaching and accumulate experience for future instruction. Therefore, assessment of teaching effectiveness must not be overlooked after each teaching session. The most important source of assessment information is learners' responses, so the following questions must be addressed throughout the teaching process: Have learners achieved the teaching objectives? Have the teaching methods and media used effectively supported learners' learning? Have all students appropriately utilized the teaching materials?

Regarding how to apply the ASSURE model to the online teaching environment, the ASSURE model is a guide to help teachers plan the classroom teaching process. It is the essence of the classic work "Teaching Technology and Media," and a large number of practical cases have proven that using this model can ensure effective classroom teaching. Online teaching has its own characteristics: it is centered on computer networks and multimedia technology. Teachers and students are separated; learners are the main focus, emphasizing the initiative and individualization of learners. Therefore, the ASSURE model requires appropriate adjustments to guide effective instructional design. In online courses, since teachers do not directly intervene in learners' specific learning processes, the three steps 3 (S), 4 (U), and 5 (R) in the ASSURE model are integrated into an inseparable whole and must be incorporated into the online course before implementation. However, teachers can still follow this sequence when designing instruction. Based on the preceding discussion, we have developed an ASSURE model for online teaching to guide the design and development of specific online courses and teaching websites. The ASSURE model process is illustrated in Figure 2: Modern online teaching models are emerging in abundance, and there is no consensus on which teaching models are most effective. The ASSURE model, with its clear, concise, and practical steps, finds a balance between teaching efficiency and effectiveness. Although it is primarily used to guide teachers in designing daily teaching activities for traditional classrooms, its focus on the effective use and integration of media and technology also makes it relevant for online teaching design.
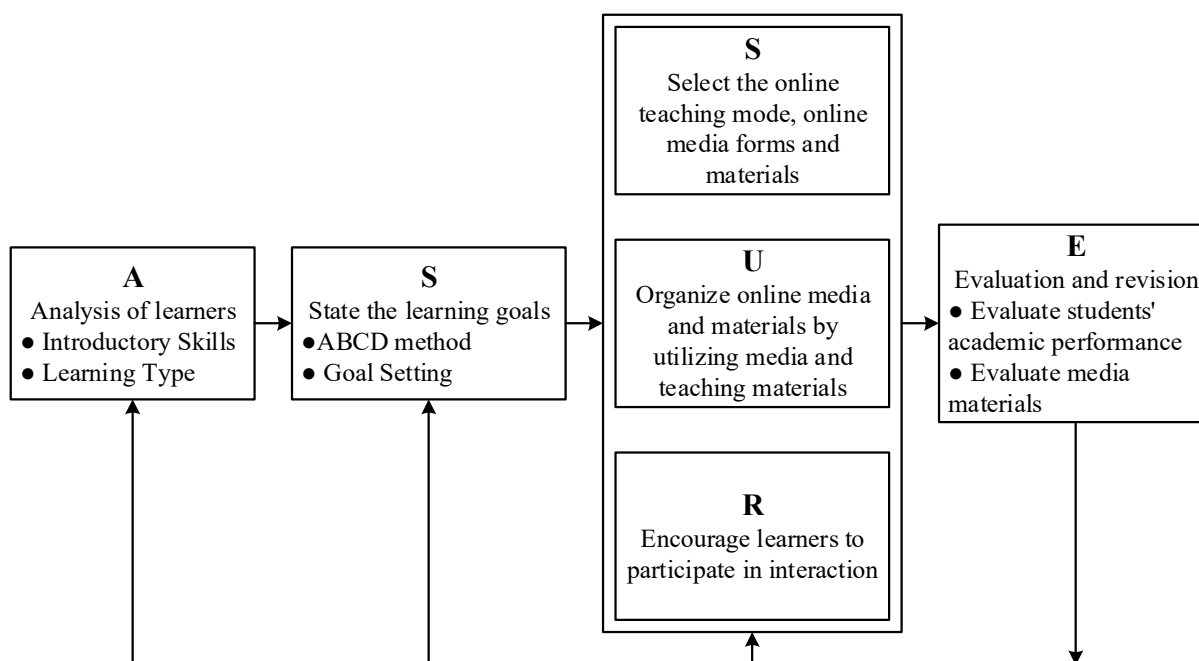

Figure 2: Shows the ASSURE model in online teaching

IV. Analysis of the effectiveness of ideological and political education in university English courses based on the ASSURE model

IV. A. Design of the learning effectiveness questionnaire

The participants in this study were students taking English as general education course from the introductory class at a certain university. This study used student satisfaction as an objective measure to assess the effectiveness of the ideological and political education design for university English courses based on the ASSURE teaching model. The study evaluated the extent of improvement in students' ideological and political thinking across six dimensions: national sentiment, political identity, cultural literacy, legal awareness, moral cultivation, and professional learning. The results show that after half a semester of teaching, all 65 students in the surveyed class participated in the assessment of their perceptions of the course design and teaching effectiveness. A total of 65 questionnaires were

distributed, with 65 returned, resulting in a 100% response rate. This study employed a seven-point scale for the survey, with numbers 1 to 7 indicating increasing levels of agreement, where 1 represents "completely disagree" and 7 represents "completely agree." SPSS 27.0 was used to analyze the quality of the questionnaires. The analysis results are shown in Table 1.

This study used Cronbach's alpha to measure the stability and reliability of the questionnaires, conducting reliability analysis for each dimension and the overall questionnaire. It was found that the Cronbach's alpha coefficients for all dimensions of the teaching effectiveness questionnaire and the overall questionnaire exceeded 0.7, indicating that the questionnaire has high reliability.

Table 1: College English curriculum thought politics teaching effect

Dimension	Cronbach's Alpha	Term number	Evaluation
Political identity	0.807	3	Height
National condition	0.784	4	Higher
literacy	0.822	3	Height
Consciousness of rule of law	0.830	4	Height
Moral cultivation	0.729	3	Higher
Professional learning	0.758	3	Higher
Overall questionnaire	0.882	20	Height

IV. B. Validity Analysis of Learning Effectiveness Questionnaire

In addition, this study used the KMO value and Bartlett's sphericity test significance from the questionnaire on the effectiveness of ideological and political education in university English classes for beginners to assess whether the questionnaire data was suitable for factor analysis. The results showed that the KMO value was 0.725 > 0.7, and the Bartlett's sphericity test sig. was close to 0, which means that the data results are suitable for factor analysis. The validity analysis results are shown in Table 2.

Table 2: Validity KMO test

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Bartlett's spherical test	Approximate card	565.522
	df	156
	Sig.	0.001

The results of the mean analysis of the teaching effectiveness of ideological and political education in university English courses are shown in Table 3. The degree of achievement of teaching effectiveness for each question and dimension was evaluated by calculating the percentage of evaluation scores, and descriptive analysis was conducted on the means of each dimension. Students' evaluations of the ideological and political education outcomes of university English courses show some differences. Based on the mean values, the dimensions are ranked from highest to lowest as follows: national sentiment > moral cultivation > cultural literacy > legal awareness > professional learning > political identity. The standard deviations across dimensions are relatively close, indicating that, overall, students' evaluations of learning outcomes across dimensions are relatively consistent.

The average score for political identity was the lowest at 3.8227, with a maximum value of 6.69, falling between "agree" and "strongly agree," closer to "strongly agree." The standard deviation was the largest at 1.1184, indicating that students generally believe the course has had a certain positive impact on their political identity, but it has not achieved full effectiveness. Meanwhile, the highest mean score for the evaluation of patriotic sentiment was 4.5869, with the lowest value being 2.36, falling between "does not meet expectations" and "somewhat does not meet expectations," closer to "does not meet expectations." The standard deviation was 1.0312, indicating that students generally believe the course helped them develop patriotic sentiment, and the evaluation data for the improvement in patriotic sentiment showed relatively little variability. After evaluation, the moral cultivation dimension ranked second with an average score of 4.4582, a minimum value of 2.02, which falls under the "does not meet expectations" category, and the lowest standard deviation of 1.00524. This indicates that students consistently believe the course helps improve personal moral cultivation, and the evaluation data on the effectiveness of moral cultivation improvement is consistent.

Table 3: College English course thought politics teaching effect

Dimension	N	Minimum value	Maximum value	Mean	Standard deviation
Political identity	65	1.35	6.69	3.8227	1.1184
National condition	65	2.36	669	4.5869	1.0312
Literacy	65	1.84	7.05	4.4151	1.18004
Consciousness of rule of law	65	1.52	7.05	4.2563	1.08954
Moral cultivation	65	2.02	6.68	4.4582	1.00524
Professional learning	65	1.05	6.00	4.1408	1.10062

The detailed analysis results of the ideological and political teaching effectiveness of university English courses are shown in Table 4. The proportions of "somewhat agree," "agree," and "completely agree" for moral cultivation and cultural literacy exceeded 70% and 40%, respectively.

Table 4: University English course thought politics teaching effect details

Problem	Complete mismatch	Discrepancy	It's a little out of line	Indeterminate	Sort of fit	Coincidence	Perfect coincidence
Love party	0.0524	0.2419	0.129	0.371	0.1129	0.0806	0.0161
Ideal belief	0.004	0.0645	0.3387	0.2903	0.1935	0.1129	0
National self-confidence	0.0363	0.1774	0.0806	0.371	0.2419	0.0484	0.0484
Political identity	0.0309	0.1613	0.1828	0.3441	0.1828	0.0806	0.0215
patriotism	0.004	0.0323	0.129	0.4194	0.1452	0.2258	0.0484
National security awareness	0.004	0.0806	0.1613	0.1935	0.3387	0.1452	0.0806
Home struggle	0.004	0	0.1452	0.371	0.2581	0.129	0.0968
National condition	0.004	0.0376	0.1452	0.328	0.2473	0.1667	0.0753
Traditional Chinese culture	0.0363	0.1452	0.0806	0.1935	0.2419	0.2258	0.0806
Humanistic quality	0.0685	0.0806	0.0968	0.3226	0.2419	0.129	0.0645
Cognitive ability	0.004	0.0806	0.129	0.3548	0.2742	0.1452	0.0161
Scientific spirit	0.004	0.1129	0.1452	0.1935	0.2581	0.2419	0.0484
literacy	0.0282	0.1048	0.1129	0.2661	0.254	0.1855	0.0524
Legal consciousness	0.0363	0.0645	0.0806	0.4516	0.2097	0.129	0.0323
Legal use	0.004	0.0484	0.1774	0.3871	0.2742	0.0968	0.0161
Constitutional sense	0.0201	0.0565	0.129	0.4194	0.2419	0.1129	0.0242
Traditional Chinese virtue and Tibetan virtue	0.004	0.0645	0.1452	0.2742	0.3065	0.1774	0.0323
Moral cultivation	0.004	0.0323	0.129	0.1935	0.4355	0.2097	0
Occupational ethics	0.0201	0.1613	0.0806	0.3065	0.2258	0.1774	0.0323
Moral cultivation	0.0121	0.129	0.1774	0.3871	0.4839	0.2823	0.0323
Study interest	0.0685	0.2581	0.0645	0.371	0.1129	0.129	0
Learning attitude	0.0201	0.129	0.1452	0.3387	0.3065	0.0645	0
Learning results	0.0201	0.0323	0.0806	0.3226	0.1613	0.2903	0.0968
Professional learning	0.0363	0.1398	0.0968	0.3441	0.1935	0.1613	0.0323

IV. C. The Impact of the ASSURE Teaching Model on College Students' English Reading Achievement

To better validate the impact of the ASSURE model on students' English reading performance in the new era of English reading instruction, the English reading proficiency of two classes (the experimental class using the ASSURE model and the control class using traditional teaching methods) was assessed before and after the experiment. The reading sections of the pre-test and post-test were both scored out of 80 points. Using SPSS 26.0 software, the test results were scientifically analyzed from four aspects: the pre-test and post-test reading scores of the experimental class, the pre-test and post-test reading section scores of the control class, the comparison of pre-test reading scores between the experimental and control classes, and the comparison of post-test reading scores between the experimental and control classes. The specific analysis process is as follows:

The descriptive statistical results of the pre-test scores for the experimental and control groups are shown in Figure 3. The experimental group had 65 students, and the control group had 65 students. Before the teaching experiment, the average score for the pre-test reading section in the experimental class was 50.58, while the

average score for the pre-test reading section in the control class was 49.89. The standard deviations for the two classes were 10.861 and 10.570, respectively. Therefore, as shown in the table above, the English reading abilities and score distributions of the students in the two classes are similar, and selecting the two classes as the experimental and control classes is reasonable.
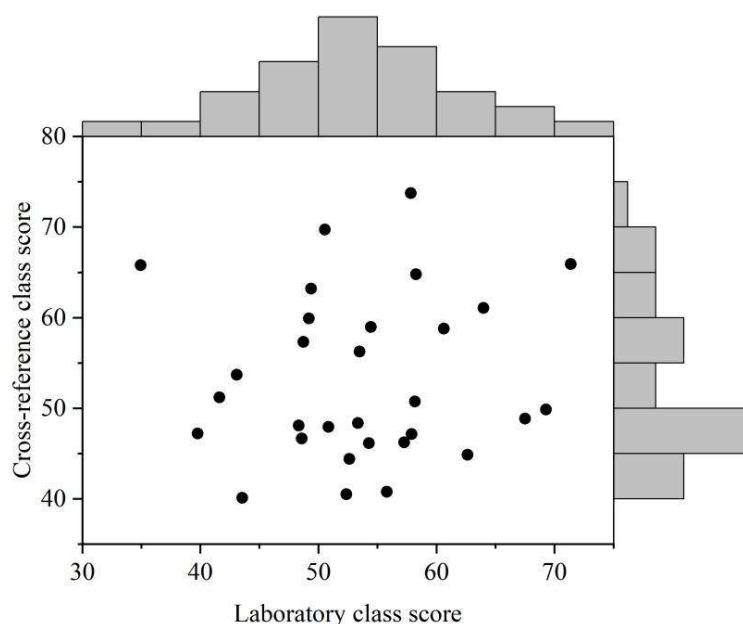

Figure 3: Pretest

The comparison of pre-test results between the experimental class and the control class is shown in Table 5. The significance level is 0.847, which is greater than 0.05, indicating that the variances of the two classes are equal. Additionally, the significance level (two-tailed) in the first row, i.e., the P-value of 0.847, is greater than 0.05, so the difference in pre-test reading scores between the two classes is not significant. The 95% confidence interval for the difference is -3.6442 to 4.8256, which includes 0, indicating that the difference is not significant. In summary, through quantitative analysis of the reading scores of the two classes before the experiment, it was found that there was no significant difference between the experimental class and the control class, so we can proceed with the following teaching experiment.

Table 5: experimental class and comparison class

	F	Sig.	T	df	Sig.	Mean difference	SD	95% confidence interval of the difference	
Pre-test	0.040	0.847	0.285	100	0.785	0.6045	2.1336	-3.6442	4.8256
Scores			0.285	99.025	0.785	0.6045	2.1328	-3.6389	4.8253

The descriptive statistical results of the pre-test scores for the experimental class and the control class are shown in Figure 4. The post-test average scores for the experimental class and the control class were 54.67 and 50.06, respectively. Therefore, we can conclude that after four months of teaching experiments, the average score for the reading section of the experimental class using the ASSURE model for information-based reading instruction was higher than that of the control class.

The results of the independent samples t-test for the post-test reading scores of the experimental and control groups are shown in Table 6. The Levene's test significance was 0.956, which is greater than 0.05. This indicates that the assumption of equal variances is valid. The corresponding significance (two-tailed) was 0.048, which is less than 0.05, indicating that there is a significant difference in the post-test scores of the reading section between the experimental and control groups. The 95% confidence interval for the difference is 0.1058–8.6852, which does not include 0. Therefore, there is a significant gap in reading scores between the experimental and control groups in the post-test, with the experimental group's scores being significantly higher than those of the control group.
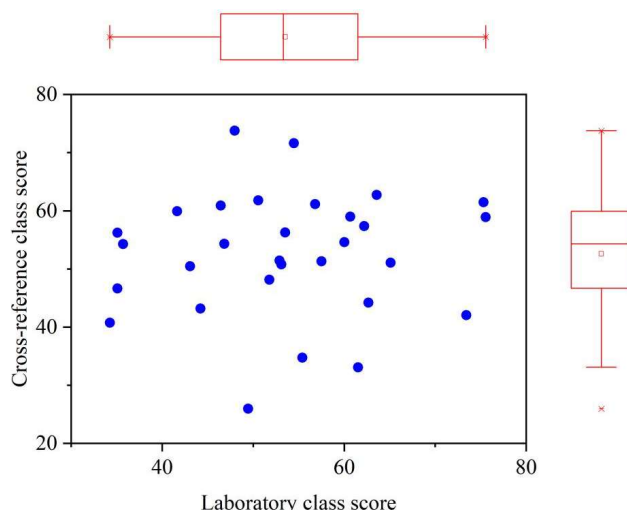
Figure 4: Aftertest

Table 6: Independent sample T test

	F	Sig.	T	df	Sig.	Mean difference	SD	95% confidence interval of the difference	
Post-test	0.004	0.956	2.036	100	0.048	4.4025	2.1611	0.1058	8.6852
Scores			2.036	99.025	0.048	4.4025	2.1611	0.1058	8.6852

V. Conclusion

Currently, China's education sector has entered the information age, and the development of information technology has brought new opportunities for English education. To this end, this article uses actual teaching cases to illustrate the application of the ASSURE model in ideological and political education in university English courses at higher education institutions under the new era, providing practical experience for better teaching. Practical research has shown that, on average, the mean scores for all dimensions—national sentiment, moral cultivation, cultural literacy, legal awareness, professional learning, and political identity—exceed 3.5. This indicates that, overall, the ideological and political education in university English courses based on the ASSURE model achieves good results.

The results of the independent samples t-test for post-test reading scores between the experimental and control groups showed a significant improvement in student performance, with statistically significant differences (P<0.05). Therefore, the ASSURE model is an effective teaching model with broad application value in new-era teaching.

Funding

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