

文章编号:

统筹课程思政与思政课程的 逻辑起点和实践指向 *

摘要:

关键词:

中图分类号:

文献标识码:

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二、发展社会性价值是思政课程的本体要求

一、发展个体性价值是课程思政的中心命题

三、“个体性-社会性”互动是统筹二者的逻辑起点

四、统筹课程思政与思政课程的实践指向

参考文献:

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(下转第66页)

From Teaching Style to Learning Paradigm: the Conversion of Universal Design for Learning in Artificial Intelligence Environment

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Abstract: In view of the potential of UDL in realizing the future learning landscape, promoting its conversion from a teaching style to a learning paradigm in an artificial intelligence environment can not only improve the quality of learning design and shape a new form of future learning, but also effectively condense the social aspirations under the drive of common value, so as to carry out targeted research and practical work on learning and education artificial intelligence. Firstly, the research elaborated the real value and future approach of UDL, and explained the uniqueness and epochal nature of its concept, and why it needed to transform from teaching style to learning paradigm; Then, organized the meaning of “paradigm” in epistemology, methodology and value theory, and analyzed the supporting role of the artificial intelligence environment in converting UDL into a learning paradigm on the basis of redefining the concept of learning paradigm; Finally, pointed out the specific path of UDL converting to the learning paradigm in the era of artificial intelligence at the three levels of theoretical logic, model method and value system.

Keyword: teaching style; learning paradigm; Artificial Intelligence; learning environment universal design for learning

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(上接第58页)

The Logical Starting Point and Practical Direction of Coordinating Ideological and Political Education and Curriculum

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Abstract: Fostering virtue through education is the foundation of a university, and it is the process of unifying people education and talent education. We must firmly grasp the two key points of ideological and political education and curriculum to realize the close cooperation between them. To effectively promote this work, we need to grasp the central proposition of ideological and political education and the ontological requirements of ideological and political curriculum. At the level of knowledge attribute, we need to confirm that “individuality-sociality” interaction is the logical starting point of coordinating ideological and political education and curriculum. The basic premise is to establish the relationship between knowledge and development. The main way is the two-way circular interaction between individuals and society, and the ultimate goal is to help individuals understand society and enter society. At present, there are still a series of outstanding problems to be solved in coordinating the work. It is necessary to build the curriculum system of colleges and universities with “three loves”, strengthen the ideological and political education with “three wholes”, optimize the ideological and political course teaching with “three changes”, and promote the formation of a vivid connection between “individuality and sociality”, which is the practical direction of coordinating the ideological and political education and courses.

Keywords: ideological and political education; ideological and political curriculum; “individuality-sociality” interaction; moral education

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