

Innovation of the Teaching Mode of History Courses in Colleges and Universities Based on Digital Technology

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ABSTRACT

There are some problems in the teaching reform of history majors in some colleges. Not only are there deviations in teaching level and teaching methods, but there are also limitations in the implementation of reform methods that meet the reform objectives, which are closely related to the reform methods of each college and the characteristics of history major itself. On the one hand, with the complete integration and application of information technology and communication technology, history teaching is facing the upgrade from information-based teaching to digital teaching. This paper selects the innovation of history teaching mode in colleges and universities based on digital technology as the research topic, summarizes the present situation of history teaching from the current situation of history education and the problems in the process of digitalization, and analyzes the significance of the innovation of history teaching mode.

KEYWORDS

Digitization, History Course, Model of Instruction, University History

INTRODUCTION

In recent years, the pace of teaching reform in colleges and universities has accelerated gradually, and many new teaching achievements have been produced in the reform. The new development of discipline construction in colleges and universities, such as the construction of new liberal arts, has injected new impetus into the in-depth development of teaching reform in colleges and universities (Snyder & Raichle, 2012). With the rapid development of information technology, sophisticated technology is gradually applied to all fields of society (Rüegg, 2004). Now, we should (a) combine the characteristics of professional teaching content and fostering student growth, (b) make full use of digital technology, (c) explore effective strategies to promote teaching activities under the new situation, (d) realize the effective integration of “digitalization,” “intelligence,” “humanistic culture”

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and “specialization” in history teaching, and (e) meet the requirements of college teaching reform, especially the construction of new liberal arts.

Because of its own characteristics, history has become the focus of educational development in China. Higher requirements are put forward for the combination of digital technology and information. It is an important stage for college history majors to improve their academic literacy. Students are in the process of development of the times, and the knowledge they receive at school should also be reformed (Hildebrandt, 2010). Therefore, the development of history majors in colleges and universities is in a critical period in which opportunities and challenges coexist. The setting of the history major in Chinese universities is shown in Table 1.

As a descriptive science, history includes historical facts and logical construction. From the perspective of education, history is an effective way for students to understand and change the world from the perspective of history. In the new era, people have overcome the 19th-century view of history, broken the tendency of supporting cultural history with historical philosophy, got rid of the so-called “five stages” divided by the educational circles, and started the history discipline again (Curti & Carstensen, 1949). This paper takes the innovation of history teaching mode in colleges and universities based on digital technology as the research topic, starting from the current situation of history education and the problems existing in the digital process, summarizes the current situation of history teaching, analyzes the innovative significance of history teaching mode, and puts forward suggestions for the innovation of history teaching mode in colleges and universities.

HISTORY TEACHING AND EXISTING PROBLEMS

History Course Teaching Status

Modern history teaching aims at quality education, aiming at enabling students (a) to master the “view of history” based on historical knowledge through history education and (b) better to understand nature and human society through history study (Carter et al., 1996). At every stage of life, we should use historical knowledge and methods to establish our own world outlook and outlook on life. From practical experience, in the process of using various means to achieve the purpose of history teaching, it is necessary to analyze the specific hierarchical goals according to the analysis methods of general goals and hierarchical goals corresponding to the content of history teaching (Soffer, 1995). After the quality training and ability expansion of student perceptual aesthetic abilities, intellectual analysis ability, and rational thinking ability are completed, student cognitive abilities will be further cultivated according to the complicated contents of

Table 1.
Interpretation of history major

Professional code	01, 0601
Award a degree	Bachelor of history
Courses	Main disciplines: Major courses of history—General History of China, General History of the World, Introduction to Historiography, Chinese History, History of Western Historiography, General Archaeology, Historical Geography, Ancient Chinese, Introduction and Selected Reading of Chinese and Foreign Historical and Cultural Classics, Chinese dynastic history, etc. The main practical teaching links: including visits, social surveys, and social welfare activities, etc., are generally arranged for about 10 weeks.
Similar majors	Archaeology, museology, ethnology, cultural relics protection technology
Training objective	This major trains historical professionals with certain basic Marxist theoretical literacy and systematic professional basic knowledge, and potential for further training, as well as applied and compound senior professionals who can engage in practical work in state organs, cultural and educational undertakings, press and publication, cultural and cultural archives, and various institutions.
Training requirements	Students of this major mainly study the basic theory and knowledge of historical science, are trained in the basic historical facts and historical research of Chinese history and world history development and have the basic ability to engage in professional work.

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