International Journal of Modern Education (IJMOE)
eISSN: 2637-0905

INTERNATIONAL JOURNAL OF MODERN EDUCATION (IJMOE)
www.ijmoe.com

GÆ
GLOBAL ACADEMIC EXCELLENCE

AN INVESTIGATION OF IDEOLOGICAL TEACHING IN QUALITY-ORIENTED EDUCATION: A CASE STUDY OF THE ADDIE MODEL IN "INTERCULTURAL COMMUNICATION" COURSE

Huang Yanyun[1], Suyansah Swanto[2*], Wardatul Akmam Din[3], Wirawati Ngui Yi Xe[4]

[1]   Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia; School of Foreign Language, Chaohu University, China
       Email: ums2011075@gmail.com
[2]   Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
       Email: suyansah@ums.edu.my
[3]   Center for Internationalisation and Global Engagement, Universiti Malaysia Sabah, Malaysia
       Email: wardadin@ums.edu.my
[4]   Faculty of Psychology and Education, Universiti Malaysia Sabah, Malaysia
       Email: wirawati@ums.edu.my
*   Corresponding Author

Abstract:

This research delves into the effective application of the ADDIE model within the "Intercultural Communication" course, focusing on ideological teaching with a quality-oriented perspective. The primary goal is to analyze challenges in integrating ideological education and explore how the ADDIE model's five stages can be adeptly employed. Additionally, the study adopts a blended approach, incorporating online and offline teaching, along with the "dual-teacher classroom" method, aiming to enhance the pedagogical framework in the "Internet+" education environment. Through qualitative method research, qualitative data from interviews with instructors and students provide insights into their experiences. Empirical findings affirm that the ADDIE model significantly aids in achieving curriculum-specific ideological objectives, providing valuable insights for instructional design in ideological education and serving as a reference for diverse courses in Chinese universities. The study also offers practical implications for policymakers and academics aiming to improve instructional practices in the educational landscape.

Keywords:

Quality-oriented Education; ADDIE; Ideological Teaching; Intercultural Communication; University Course

Introduction

The "Intercultural Communication" course holds pivotal importance for third-year undergraduate English majors in Chinese universities. Spanning a single semester with 32 periods, it goes beyond a mere language curriculum, serving as a crucial educational element to broaden students' global cultural understanding. The course aims to enhance intercultural cognition and communication proficiency through didactic instruction and experiential activities, addressing challenges arising from cultural disparities. However, current challenges in teaching this course include homogeneity in ideological teaching methods, difficulty in fair cross-cultural theory introduction, and a lack of practical application. The deficiency in professional-level integrated planning and limited teaching evaluation methods exacerbate these challenges (Dong, 2023).

The first challenge involves the homogeneity in ideological teaching methods, hindering effective discussions and fair introduction of cross-cultural theory (Zhang, 2023). Traditional indoctrination teaching methods, primarily using literature and pictures, fall short in meeting the cognitive characteristics of contemporary university students. The lack of seamless integration of ideological elements diminishes enthusiasm and efficacy in student discussions.

The second challenge relates to the gap between theoretical teaching and practical knowledge (Zhang, 2023). Despite having a certain professional knowledge and language foundation, students lack practical knowledge of the course content, resulting in a superficial understanding. Bridging the gap between theory and reality is crucial for developing an international perspective and addressing challenges in cross-cultural contexts.

The third challenge pertains to limited teaching evaluation methods, making it difficult to assess students' comprehensive ability and ideological literacy accurately (Zhang, 2023). Traditional evaluation methods, such as classroom feedback and examination grades, struggle to capture intangible qualities like ideological and moral character, social responsibility, and cultural literacy.

To address these challenges, this study adopts the ADDIE model, systematically incorporating ideological teaching demands into the curriculum. This approach, encompassing analysis, design, development, implementation, and evaluation stages, aims to enhance course objectives through both theoretical investigation and practical implementation, providing a comprehensive framework for effective teaching.
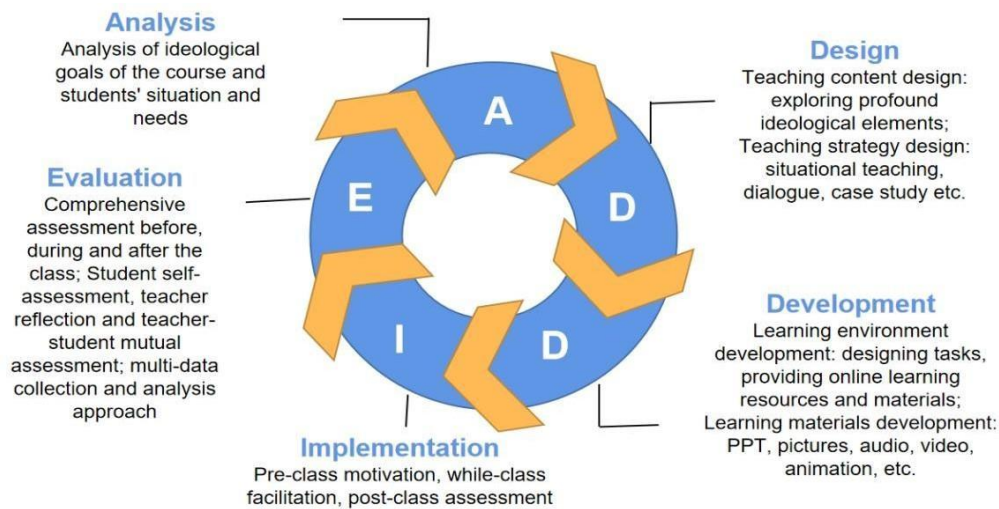
Analysis
Analysis of ideological goals of the course and students' situation and needs

Design
Teaching content design: exploring profound ideological elements; Teaching strategy design: situational teaching, dialogue, case study etc.

Evaluation
Comprehensive assessment before, during and after the class; Student self-assessment, teacher reflection and teacher-student mutual assessment; multi-data collection and analysis approach

Development
Learning environment development: designing tasks, providing online learning resources and materials; Learning materials development: PPT, pictures, audio, video, animation, etc.

Implementation
Pre-class motivation, while-class facilitation, post-class assessment

Figure1: Framework of The Study

Literature Review

Ideological Teaching

Ideological teaching, rooted in the concept of "building moral education," is a holistic educational approach aiming for a synergistic effect through a comprehensive education pattern. Since 2004, the Chinese Central Government has emphasized the ideological and moral development of minors and university students, sparking curriculum reforms in Shanghai. The reform has evolved through three phases, progressing from building moral education programs in primary and secondary schools to integrating them in schools and universities. The concept of a whole-person, whole-course education pattern has gained prominence during this transformation.

In Phase One (2005), Shanghai implemented the "Two Programmes of Education," focusing on moral education within disciplines. Phase Two (2010) undertook the national education system reform pilot project, concentrating on the integration of moral education curriculum in primary and secondary schools. Phase Three (2014) saw moral education become a key element in comprehensive education reform, transitioning from Civic Studies to Curriculum Civics. The latter integrates ideological and political education elements into various courses to subtly influence students' ideological awareness and behavior.

Quality-Oriented Education

"Quality-oriented education" centers on quality as the core and ability as the foundation. This approach aims to cultivate students' adaptability, practical ability, and comprehensive development of moral, intellectual, physical, and aesthetic aspects. The emphasis is on nurturing talents with strong adaptability and practical skills, aligning with societal and industrial needs.

Addie Model

The five stages of "Analysis", "Design", "Development", "Implementation", and "Evaluation" make up the ID model known as ADDIE; it serves as a framework to guide product development in a systematic manner (Branch, 2009). The first stage of the ADDIE

model is Analysis and it is critical for helping to determine the most appropriate intervention based on context (Peterson, 2003; Aldoobie, 2015; Branch, 2009). The main components of this stage as described by Sharif and Cho (2015) include identifying the target group and their present knowledge, the learning context, instructional challenges as well as objectives. According to Peterson, this step emphasises the target group and aims to differentiate between the learners' present knowledge and their desired performance toward the end of the course. Apart from looking into other similar courses as a point of reference, Peterson recommends conducting task analysis which helps to pinpoint the skills or content of the course, followed by instructional analysis to decide the amount and type of instruction required. The second stage of ADDIE is Design whereby the focus is developing methods to deliver the instruction. Sharif and Cho (2015) explain that the tasks, lessons, resources as well as learning goals are developed in this stage. Seels and Glasgow (1998) echo similar sentiments by stating that this stage involves the forming of objectives and the means to achieve them. Peterson (2003) similarly believes that it is critical that course objectives and assessments are aligned at this stage, and the information collected in the first stage will help to designers to make informed choices in this stage. According to Peterson, assessment includes planning how learning aims will be evaluated and the types of assessment which will be conducted; deliberate and careful planning for a wide range of approaches to measure learning may promote positive learner engagement. The third stage of ADDIE is called Development. From planning, the designer's role now transitions to producing (Peterson, 2003). The content should be established with the integration of relevant technologies at this stage (Sharif and Cho, 2015). The product, however, will need to undergo a series of testing before it is deemed suitable for delivering the instruction. In Table 2.12, Aldoobie (2015) states that in this phase, actual samples of the content and materials are to be created with the aim of testing them to determine their suitability based on feedback from relevant parties such as the designer's' superiors and students.The fourth stage is Implementation and involves the execution of the plan. Sharif and Cho (2015) explain that at this stage, the instructors and learners receive training with regard to the proposed technologies within the learning context. The teachers and learners need to be prepped in this stage in order for them to be familiar with the new content or tool. It is therefore imperative to coach the instructors as well as to brief the students during this stage. It is also important to establish a conducive learning context for the purpose of delivering the content. Peterson (2003) highlights the need for designers to play an active role at this stage by continuously looking to improve the product promptly rather than letting it run its own course.The final stage of ADDIE is Evaluation whereby the designers attempt to assess the extent to which the new design has achieved its purpose. The evaluation can commence during the development phase as well as throughout the implementation stage (Peterson, 2003) and therefore the evaluation can be both formative and summative in nature (Sharif & Cho, 2015). The designer needs to determine the evaluation criteria as well as decide on suitable tools for evaluating the process and product. Peterson advises that at this stage, several key matters must be addressed which include ascertaining whether the objectives have been achieved, the impact of the course, and necessary improvements to be made in the future. The result is an Evaluation Plan which details all the relevant data concerning the design.

Methodology
This study employed a qualitative case study approach to explore research questions. Qualitative research, especially through case studies, proves effective for obtaining in-depth, sensitive, or complex information from focused contexts. Data collection involved semi-structured interviews, offering a structured yet flexible approach. Purposive sampling will be

used in this case study in order to choose participants from the intended audience. In order to guarantee that participants have firsthand experience and viewpoints pertinent to the study goals, they will be selected on the basis of their active participation in the educational setting that is the subject of the investigation. Selected students will be interviewed, and open-ended questions will be used to extract opinions, experiences, and thoughts from the subjects. A theme analysis will be performed on the qualitative information obtained from the interviews. Recurring themes, patterns, and concepts within the data are systematically identified and organized using this analytical approach. A rigorous and iterative procedure will be employed to conduct thematic analysis, guaranteeing the emergence of significant discoveries and interpretations.

Study Site-Chaohu University

Chaohu University, situated in Anhui Province, has a rich history dating back to 1958. Recognized by the Ministry of Education, it has evolved into a comprehensive public undergraduate institution. The university emphasizes international exchanges, fostering partnerships with domestic and international universities. Known for its commitment to holistic student development, Chaohu University focuses on leadership, teamwork, and social responsibility through diverse extracurricular activities and student organizations. The course on Intercultural Communication has been included in the English program curriculum at this university for a duration of six years, during which approximately 2,000 students have enrolled in and completed the course.
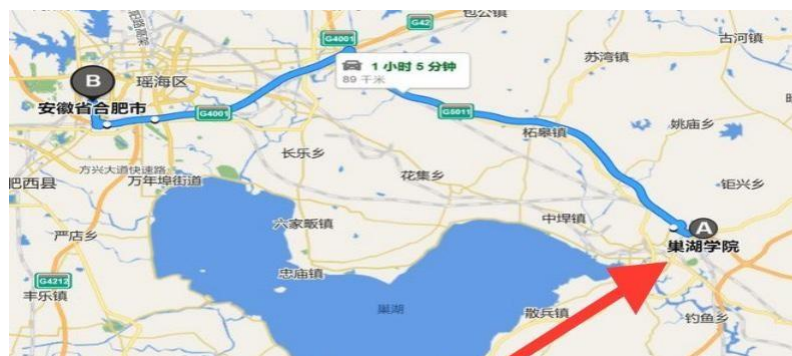

Figure 2: Location of the University

The participants for this study will be drawn from third-year students within the English major at Chaohu University during the academic year of 2020.This particular cohort was chosen due to their specific stage in the undergraduate program, where they have acquired foundational knowledge of the English language and relevant coursework.

To ensure a representative sample, a random sampling technique will be utilized. The academic department will provide a list of all eligible students in the English major, from which a predetermined number of 60 participants will be randomly selected. Employing this method aims to minimize potential bias, ensuring that the study's findings are applicable to the broader population of third-year English major students at Chaohu University.

Selected participants will receive detailed information about the research objectives, procedures, and potential benefits and risks. They will be assured of the confidentiality and

anonymity of their responses and their right to withdraw from the study at any time without consequences. Prior to their inclusion in the research, informed consent will be obtained from each participant.

The final sample size will be determined considering feasibility, data saturation, and the specific research design. During participant selection, attention will be given to ensuring diversity in terms of gender, academic performance, and other relevant factors, ensuring a comprehensive representation of the target population.

Overall, the selection process will adhere to ethical guidelines, striving to assemble a suitable and diverse group of third-year English major students from Chaohu University to contribute meaningfully to the research objectives.

Research Design

Analysis Phase
Objective Analysis:
Education's essence lies in nurturing students' intellectual, practical, and ethical dimensions rather than simply disseminating knowledge. Curriculum objectives should align with students' developmental needs and individual characteristics, emphasizing the cultivation of practical competencies such as independent learning, critical thinking, teamwork, and intercultural communication proficiency (Sha, 2011).

The primary goal of the "Intercultural Communication" course is to facilitate students' holistic development and personal advancement, capitalizing on their independent learning, critical thinking, teamwork, and intercultural communication abilities. By emphasizing these qualities, the course seeks to foster comprehensive growth and individual progression. Aligned with Chaohu University's overarching principles of being "local, application-oriented, and open," the course is centered around three specific objectives.
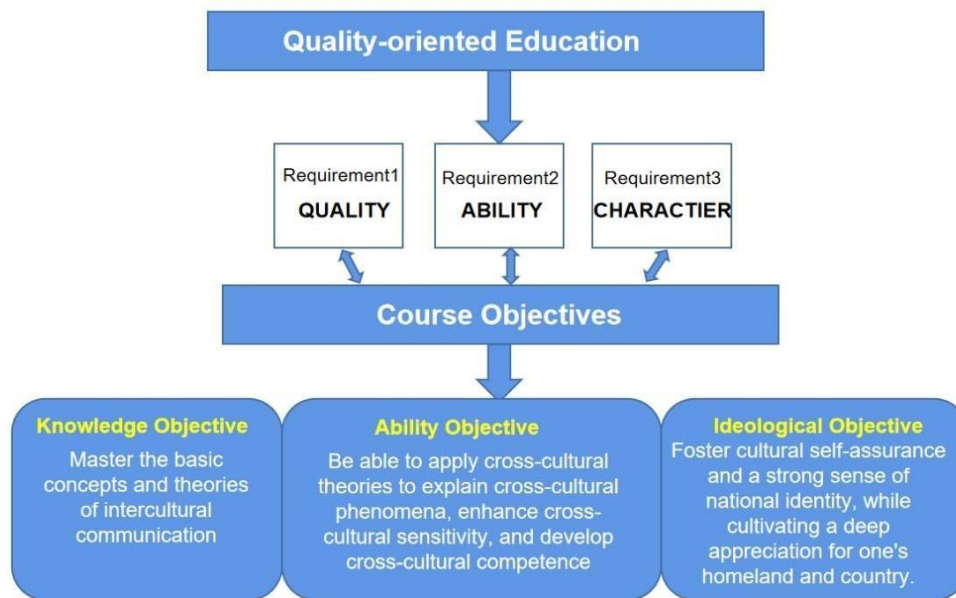
Figure3: Analysis of Course Objectives

Student Analysis:

The second phase involves a thorough examination of the students' learning context. Third-year undergraduate English majors have established a robust foundation in language and culture through prerequisite courses in their initial two years, covering topics such as the society and culture of English-speaking countries and an introduction to Chinese culture. While possessing a solid grasp of fundamental concepts, their ability to fully comprehend the breadth and depth of the course content remains a challenge, making the integration of ideological teaching elements more complex.

Design Phase

Teaching Content Design:

Informed by the course objectives and an assessment of the learning environment, the design phase encompasses the development of course content and the design of teaching strategies. The course seeks to equip students with comprehensive competencies, fostering proficiency in foreign language applications.

Aligned with the principles of "quality-oriented education," the curriculum content design for ideological teaching prioritizes the holistic development of students' knowledge, abilities, and overall quality. Emphasis is placed on the themes and components of the Civics curriculum, enhancing relevance and applicability. In the realm of teaching, delving into dimensions of critical thinking and political awareness is imperative for realizing educational value. Upholding a correct political orientation and fostering moral education, the integration of ideological elements into professional knowledge instruction acknowledges the intrinsic interconnections between subjects. Similar to the subtle dissolution of salt in water, this integration should occur organically, allowing for a gradual and natural deepening of thought-provoking political components, rather than forcing ideological content onto educational experiences.

The intercultural communication teachers' group engages in collaborative lesson planning and teaching research, considering students' psychological attributes, cognitive capabilities, and acceptance patterns. Delving into teaching materials, the team identifies relevant elements that align with students' existing knowledge and resonate with real-life experiences. This conscientious approach empowers students to readily comprehend, grasp proficiently, and adeptly employ these elements in a flexible manner.

UNIT NO.	CONTENT	REQUIREMENT	IDEOLOGICAL ELEMENT
1	Basic concepts of cross-culturalism	Understand the importance of learning a foreign language to learning a culture	Developing a global perspective; broadening one's perspective and enhancing critical thinking skills.
2	Cross-Cultural communication	Promote cross-cultural awareness and cross-cultural sensitivity	One Belt One Road
3	Barriers in intercultural communication	Understand the relationship between culture, communication, and cross-cultural communication, and understand mobility and its impact on communication	Prejudice; Racism
4	Cross-cultural adaptation	Master the concept and different stages of cross-cultural adaptation	Community of Human Destiny; Cross-Cultural Adaptation of Overseas Students
5	Cultural differences	Understand the concept of intercultural competence and its dimensions	Women, Marriage, Family
6	Culture and time	Understand the cultural impact of differences in attitudes toward time	Punctuality, integrity, responsibility and commitment
7	Different communicative styles	Understand how culture influences communication style and coping strategies	Understand Chinese traditional culture and enhance cultural confidence
8	Innovation and education	Understand innovation mechanisms and education systems in different countries and cultures	Socialist core values
9	Intercultural training	Understand the importance and methods	Cross-cultural training for expatriate employees of

		of cross-cultural training	Chinese enterprises
10	Public diplomacy and intercultural communication	Understand what public diplomacy is and the art of public diplomacy	Great power diplomacy
10	Public diplomacy and intercultural communication	Understand what public diplomacy is and the art of public diplomacy	Great power diplomacy

Table1: Course Content and Ideological Elements

Teaching Strategy Design:
In line with the principles of quality-oriented education, which prioritizes the development of students' abilities and the enhancement of overall quality, the focus of teaching extends beyond traditional knowledge transfer. Instead, it centers on fostering students' personal growth and advancement. Achieving this goal in ideological instruction requires the implementation of diverse teaching methodologies that incorporate immersive experiences, dialogues, and comparative reflections. Utilizing teaching tools such as real-life situations, dialogues, and case studies, these pedagogical approaches aim to facilitate a form of "silent" education within the classroom.

For example, immersive scenarios provide students with a profound understanding of the differing worldviews, values, and thought processes between Chinese and Western cultures, thereby nurturing their cross-cultural awareness. Dialogue-based teaching encourages students to actively participate in communication and collaborative discussions, facilitating the internalization of values and the development of positive attitudes. Through interactions and dialogues with their peers, students can establish a sense of identification and alignment, leading to the formation of constructive values. This multifaceted approach ensures a dynamic and enriching educational experience that goes beyond the transmission of knowledge to actively shape students' perspectives and attitudes.

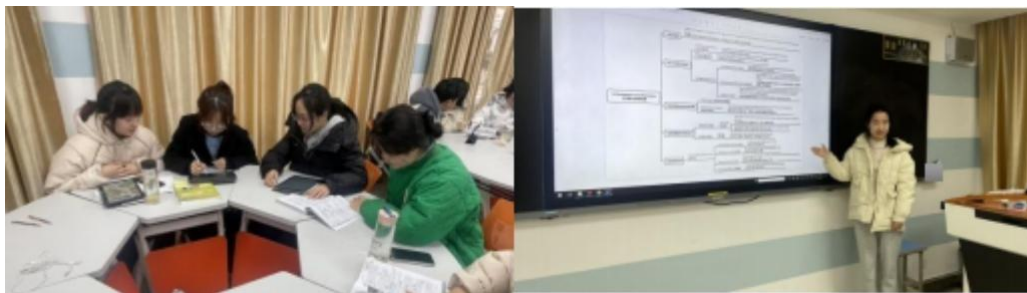**Figure 4: Scenario-based Simulation Exercise**

Figure 5: Mini-debate in Class

Figure 6: Group Discussion and PPT Presentation

Development Phase

The development phase represents a significant advancement from the initial analysis and design, concentrating on the comprehensive creation of teaching materials. Its primary objectives encompass several crucial tasks aimed at enhancing the learning experience.

Firstly, the phase involves crafting PowerPoint presentations and associated materials that integrate visual aids like images, audio clips, videos, animations, and internet news articles. These resources are strategically designed to enhance students' understanding of the course's background information and knowledge. Additionally, the creation of course videos, addressing key knowledge points and reflections on classroom discussions, empowers students in self-directed learning and facilitates review.

Moreover, the incorporation of the UNIPUS online platform and Learning Platform allows for the design of teaching activities and tasks, ensuring the seamless achievement of instructional objectives. These online platforms play a vital role in fostering students' engagement with a wealth of professionally-oriented and ideological learning resources. Students are encouraged to explore and practice these materials both before and after class, tapping into valuable resources. The guidance provided by teachers ensures timely feedback, creating a classroom environment conducive to high performance. Overall, this phase aims to equip students with dynamic and accessible resources, promoting a robust and interactive learning environment.
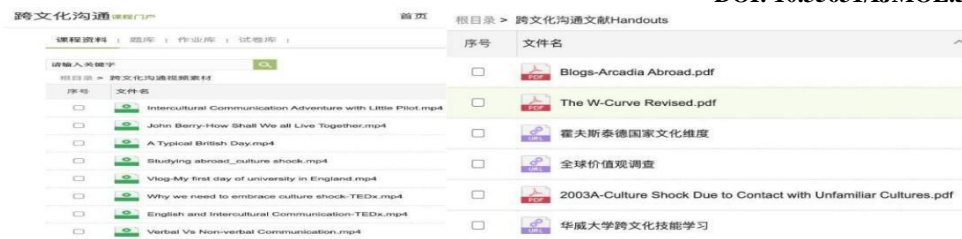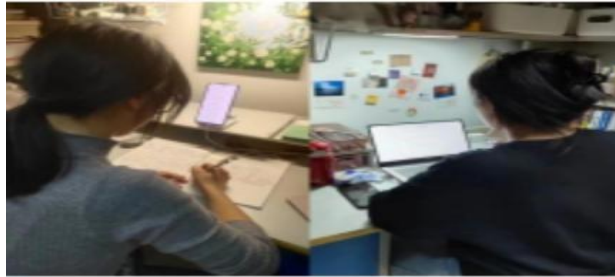
Figure 7: Online Resource

Figure 8: Students' Learning and Practice Before and After Class

Implementation Phase

In the tangible implementation phase, the teaching design takes a significant stride by placing a prominent emphasis on a "learning-centered" pedagogical approach. This approach closely aligns with the sequential framework of "motivate-facilitate-evaluate" outlined in the Output Oriented Approach (POA) theory (Wen, 2017).

The instructional design underscores the concept of "learning-centered" teaching, commencing with the pre-class "motivate" phase. Here, teachers craft tasks of appropriate complexity and relevance directly linked to the designated teaching objectives. By assessing students' completion of these tasks prior to class, teachers gauge their learning progress and individual needs.

In the subsequent pre-class "motivate" segment, teachers formulate tasks that align with the teaching objectives, maintaining an optimal level of difficulty and relevance. This process, based on the completion of pre-class tasks, allows teachers to evaluate students' learning status and requirements, laying a solid foundation for in-class teaching activities.

Moving into the "facilitation" section, teachers elucidate critical and challenging points, drawing from the preceding tasks. They provide instructional materials and guide students in selecting and processing information, facilitating the acquisition of crucial insights necessary for effectively completing the assigned tasks.Concluding the instructional process, the post-lesson "evaluation" session involves the teacher assessing students' performance and offering remedial instruction upon completion of the fundamental output tasks. This evaluation phase serves as an opportunity for teachers to comprehensively assess students' understanding and provide necessary support and guidance, ensuring a well-rounded learning experience.

Figure 9: Teaching Procedures
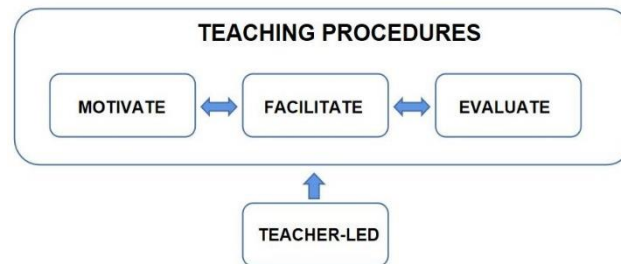
. Take the lesson of "culture shock" in Unit 4 "cross-cultural adaptation" as an example

Teaching Procedure	
Pre-class Motivation	
Teaching Activities	Motivation of the Design
Panel survey: Do you have plans to study abroad in the future? Do you have confidence in adapting to a foreign culture successfully?	Understand students' needs and psychological expectations to stimulate their independent learning.
Collect cross-cultural cases and share them online.	Guide students to pay attention to cross-cultural phenomena and prepare them for cultural comparisons in the class.
While-class Facilitation	
Teaching Activities	Motivation of the Design
Lead-in: Watch the video in which international students share their feelings when studying abroad.	Introduce the phenomenon of culture shock in the process of studying abroad and improve the relevance of teaching.
Search Information: Through video learning and content prep, students are asked to focus on what culture shock is.	Guide students to do a good search for key information and improve their ability to summarize and summarize.
Brainstorming: Think about what could be the cause of culture shock.	Guide students to pay attention to cross-cultural phenomena and make critical comparisons.
Summarize: The teacher provides a timely summary of the sources of culture shock raised by the students.	Correct and instruct students on language output.
Dual-teacher classroom: Invite a teacher with study abroad experience as a teaching aid to talk about the experience of studying in the UK, interactive interviews with students and teachers on site.	Provide authentic materials to enrich teaching content and further strengthen students' knowledge of the culture shock phenomenon.
Fast reading: Complete the fill-in-the-blank task and list the key features of culture shock.	Exercise students' skimming and scanning skills.
Read and discuss: What are the effective ways to mitigate culture shock.	Focus on students' ability to analyze and solve problems.
Group discussion: How to perceive the phenomenon of cultural differences and culture shock.	Guide students to develop a correct cultural perspective and enhance critical thinking.
Post-class Evaluation	
Role play: Student A describes to student B the culture shock he encountered after studying abroad, and student B makes effective suggestions as a counselor.	Reinforces what has been learned in class and also assesses student learning and provides a basis for the design of the next class.

Table 2: Teaching Plan of Lesson "Studying Abroad and Culture Shock"

Evaluation Phase

To attain a heightened integration between the dual objectives of professional learning and ideological education, a substantial revision was implemented in the assessment process. The previous singular post-course assessment approach has been replaced by a comprehensive evaluation that now spans the periods before, during, and after the course. This novel assessment strategy brings forth several enhancements, ensuring a more thorough understanding of students' progress.

Primarily, it extends beyond the conventional methods of student self-assessment and teacher reflection by introducing teacher-student mutual assessment. This inclusive approach aims to foster a collaborative evaluation process, incorporating diverse perspectives.

Moreover, the data collection method has been expanded to encompass multiple channels and forms, enriching the evaluative landscape. The assessment process no longer relies solely on learning records and assessment results from the learning platform; it now integrates operation records and assessment data from virtual imitation labs. This broadened data spectrum provides a more holistic view of students' performance.

Additionally, the evaluation process incorporates post-class practice, extension activities, and social surveys as integral components. This inclusion ensures a well-rounded assessment that considers not only academic achievements but also practical applications, engagement in supplementary activities, and the broader societal impact of students' learning experiences.

In essence, these thoughtful adjustments collectively contribute to a comprehensive and three-dimensional evaluation of students' studies, aligning with the evolving nature of educational objectives and providing a more nuanced understanding of their learning journey.

Results And Findings

In the pursuit of a heightened integration between the dual objectives of professional learning and ideological education, a substantial revision was implemented in the assessment process. The previous singular post-course assessment approach has been replaced by a comprehensive evaluation that now spans the periods before, during, and after the course. This innovative assessment strategy brings forth several enhancements, ensuring a more thorough understanding of students' progress.

First and foremost, it extends beyond the conventional methods of student self-assessment and teacher reflection by introducing teacher-student mutual assessment. As emphasized by Wen (2017), this inclusive approach aims to foster a collaborative evaluation process, incorporating diverse perspectives.

Moreover, the data collection method has been expanded to encompass multiple channels and forms, enriching the evaluative landscape. The assessment process no longer relies solely on learning records and assessment results from the learning platform; it now integrates operation records and assessment data from virtual imitation labs. In the words of Peterson (2003), this broadened data spectrum provides a more holistic view of students' performance.

In addition to traditional assessment methods, this comprehensive evaluation incorporates operation records and assessment data from virtual imitation labs. This means that students'

practical application of learned concepts is now an integral part of the assessment process, contributing to a more well-rounded evaluation.

Furthermore, the evaluation process encompasses post-class practice, extension activities, and social surveys as integral components. As suggested by Sharif and Cho (2015), this inclusion ensures a well-rounded assessment that considers not only academic achievements but also practical applications, engagement in supplementary activities, and the broader societal impact of students' learning experiences.

In essence, these thoughtful adjustments, aligning with the evolving nature of educational objectives, collectively contribute to a comprehensive and three-dimensional evaluation of students' studies. The incorporation of diverse assessment methods, in line with the principles of Wen (2017) and Peterson (2003), ensures that students' learning experiences are thoroughly examined from various angles, providing a nuanced understanding of their progress and achievements.

Student Feedback and Course Effectiveness:
The course receives commendable ratings from students across various aspects including teaching content, organization of classroom activities, and the implementation of flexible and dynamic teaching methodologies. Students express a consensus in their acknowledgment of acquiring a comprehensive comprehension of fundamental concepts in intercultural communication. Through engaging in classroom activities and interpersonal exchanges, students attest to the significant improvement in their capacity to comprehend and discern cultural variations. Moreover, they report an enhanced tolerance towards diverse cultural phenomena and the development of flexible strategies to effectively navigate cultural conflicts.

Liu Dongyue, one of the students, shared his insights, stating, "Through this course, I have gained a lot, especially I can better understand the culture of other countries and our country, and strengthen the cultural confidence."

Another student, Xu Zaijun, expressed, "In this class, the instructor constantly guides us to identify and think about issues, and I enjoy thinking about the richness of culture and cultural phenomena in the classroom."

Lu Jingjing, reflecting on the course, mentioned, "The variety of teaching methods has broadened my horizons and helped me to better understand and learn from the best foreign cultures, and at the same time increase my confidence in our culture." These testimonials highlight the positive impact of the course on students' cultural awareness, critical thinking, and confidence in intercultural communication.

Figure 10: Comments from Student

The evaluation of course objectives in a specific class underwent a comprehensive analysis utilizing a survey methodology. The outcomes, visually represented in Figure 11, elucidate the varied responses among students, offering valuable insights into their perceived level of achievement.

Among the total participants, a notable 56.5% expressed a preference for the option of "achieving better," signaling a collective desire for further improvement in their performance. Conversely, 43.5% of students opted for the option of "achieving completely," indicating a substantial level of satisfaction with their attainment of the course objectives. Intriguingly, none of the respondents selected the options of "achieving basically" or "not achieved," indicating a prevailing sentiment among students that they had surpassed the basic level of accomplishment in relation to the course objectives.

This distribution of responses underscores the diversity of experiences and perceptions among students regarding their achievement of course objectives. The majority opting for "achieving better" implies a recognition of room for growth and a proactive attitude towards continuous improvement. This suggests a keen willingness among students to enhance their understanding and skills even further.

Conversely, the substantial proportion of students choosing "achieving completely" indicates a high degree of contentment with their performance in meeting the course objectives. This suggests that these students believe they have fully grasped the essential concepts and acquired the necessary skills within the scope of the course. Such a positive assessment reflects the efficacy of the teaching methods, course materials, and instructional strategies employed during the semester.

An encouraging finding is the absence of responses in the categories of "achieving basically" and "not achieved." This implies that the course objectives were effectively communicated to the students, enabling them to set realistic expectations and work towards their accomplishment. The students' self-perceived achievements align with the intended outcomes of the course, indicating a successful alignment between teaching and learning processes.

In summary, the survey outcomes illuminate the nuanced landscape of student perceptions and aspirations, showcasing a dynamic interplay between their individual goals and the effectiveness of the instructional strategies employed in achieving the course objectives.

Figure 11: Course Goal Attainment Survey

The study's findings illuminate the positive reception of the course by students, evident in commendable ratings across various facets. Notably, students express high appreciation for the teaching content, organization of classroom activities, and the application of flexible and dynamic teaching methodologies. These outcomes suggest that the course design adeptly aligns with students' expectations and needs. Moreover, the study underscores the collective recognition among students of acquiring a comprehensive understanding of fundamental concepts in intercultural communication, indicating the course's success in facilitating meaningful learning experiences related to cultural variations. Active participation in classroom activities and interpersonal exchanges has notably enhanced students' ability to comprehend and discern diverse cultural aspects, signifying the course's efficacy in fostering cultural competence.

An important discovery is the reported improvement in students' tolerance towards diverse cultural phenomena and the development of flexible strategies to navigate cultural conflicts. This suggests that the course has effectively nurtured students' openness and adaptability in dealing with cultural differences. Through the creation of a supportive learning environment and practical guidance, the course empowers students to develop essential skills for engaging with and responding to cultural challenges. Crucially, the course is meticulously designed to cater specifically to students with a genuine interest in exploring the realm of intercultural communication. This targeted approach ensures alignment with students' motivations and aspirations, enhancing their engagement and investment in the learning process.

In summary, the study's findings underscore the positive impact of the course on students' learning experiences and outcomes. The well-crafted course design, encompassing relevant teaching content, organized classroom activities, and innovative teaching methodologies, significantly contributes to students' comprehensive comprehension of intercultural communication concepts. The observed improvements in students' capacity to comprehend cultural variations, enhanced tolerance towards diverse cultural phenomena, and the development of flexible strategies for addressing cultural conflicts affirm the course's

effectiveness. These findings emphasize the importance of purposeful course design that meets students' needs and interests, leading to enhanced learning outcomes and a more enriching educational experience.

The analysis presented above leads this study to broaden its scope to include a number of important areas. It first highlights the necessity of enhancing the combination of ideological teaching and critical thinking through practical application and intercultural communication exercises. Second, by integrating case studies and practical exercises into the curriculum, it highlights the growth of students' critical thinking and creativity even more. In order to fully utilize technology's potential to enhance educational outcomes, the survey emphasizes the significance of implementing digital and networked pedagogies. When one considers the study's aims, it is evident that these endeavors align with the general aim of the research project. The goal of this study was to review instructional tactics in an intercultural communication course, and the suggestions made in this paper align with achieving this objective. Furthermore, this study makes two contributions. First, it offers doable suggestions for raising the standard of instruction, especially in the area of intercultural communication education. Furthermore, it offers educators and educational institutions a contextual framework to help them navigate the difficulties of teaching and learning ideology in a changing educational landscape. Notwithstanding these admirable contributions, there are certain difficulties with this study. The need for nuanced pedagogical approaches is highlighted by the complexities involved in examining the intersection of intercultural communication, ideological education, and critical thinking. Furthermore, there are issues with accessibility and equitable implementation when incorporating digital technologies into education.

In terms of potential future developments, this research envisions a sustained dedication to improving intercultural communication course instructional strategies. Innovative strategies that place a high priority on students' literacy development are needed in light of the evolving educational landscape. The goal of these initiatives is to develop well-rounded people who can flourish in a dynamically changing educational environment. These people should have global perspectives and be proficient in intercultural communication. In conclusion, even though the study has achieved some of its goals, it still emphasizes how important it is to continue to be innovative, committed, and flexible when it comes to intercultural communication pedagogy.

Reference

Aldoobie, N. (2015). ADDIE model. American International Journal of Contemporary Research, 5(6), 68-72.

Branch, R. M. (2009). Instructional design: the ADDIE approach. New York: Springer. CNKI.

Dong Ninghan. (2023). Exploring the Effective Path of Cultivating College Students' English Intercultural Communication Skills. Chinese Journal of Education. 2023(11).

Gao Guofeng. (2023). A Study on the Foreign Communication of English Intercultural Communication in University under the Concept of Curriculum Civics. English Abroad, 07: 135-136.

Jin Liuhe. (2017). A few thoughts on Curriculum Civics. Modern Vocational Education, 18. Peterson, C. (2003). Bringing ADDIE to life: Instructional design at its best. Journal of Educational Multimedia and Hypermedia, 12(3), 227-241.

Peterson, C. (2003). Bringing ADDIE to life: Instructional design at its best. Journal of Educational Multimedia and Hypermedia, 12(3), 227-241.

Qiu Weiguang. (2017). The Value Implications of Curriculum Civics and the Path of Generation.

Seels, B., Glasgow, Z., & Seels, B. (1998). Making instructional design decisions. Upper Saddle River, NJ: Merrill.

Sha, F. L. (2011). Teaching Objectives and Teaching Tensions in Integrated Lessons from an Instructional Design Perspective. E-learning in China, 03: 105-108.

Shandong University of Science and Technology Youth League Committee, (2016). https://mp.weixin.qq.com/s?biz=MjM5NTQ0NzYyMA==&mid=2653054900&idx=4&sn=7e5459f932a164326fbdc97f74a13e5f&chksm=bd2e919f8a591889bae6bd37337d9b 624c1ae4ced416656ff6c74c84e04d7b41ce019d3edca4&scene=27

Sharif, A., & Cho, S. (2015). 21st century instructional designer: bridging the perceptual gaps between identity, practice, impact and professional development. RUSC Universities and Knowledge Society Journal, 12(3), 72-85.

Wang, H.W., Wang, B.C. (2018). On the Core Meaning and Practical Path of Curriculum Civics in Universities. CNKI.

Wen, Q. F. Theoretical Framework for the Use and Evaluation of "Output-oriented" Teaching Materials. Foreign Language Education in China, 10(02): 17-23+95-96.

Wu, H.X. (2023). Exploring the Implementation Path of Teaching Civics in University English Culture Outreach Courses - An Example of Intercultural Communication Course. Journal of Lishui College, 45(03): 112-117.

Yao, H.X. (2017). Exploring a "Literacy-based" Talent Model for Applied Undergraduate Majors.

Yin, R. K. (2013). Case Study Research: Design and Methods. Sage Publications.

Zhang Chenxia. (2023). Exploring the Path of Cultivating Intercultural Communication Competence in Undergraduate English Teaching. Contemporary Teaching and Research Series. 2023,9(10). https://baike.baidu.com/item/%E8%AF%BE%E7%A8%8B%E6%80%9D%E6%94%BF/22421661