Retraction

Retracted: College Students' Ideological and Political In-Depth Teaching Community Based on Core Literacy Model

Scientific Programming

This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

(1) Discrepancies in scope

(2) Discrepancies in the description of the research reported

(3) Discrepancies between the availability of data and the research described

(4) Inappropriate citations

(5) Incoherent, meaningless and/or irrelevant content included in the article

(6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

[1] F. Yanju, D. Chao, and L. Man, "College Students' Ideological and Political In-Depth Teaching Community Based on Core Literacy Model," *Scientific Programming*, vol. 2022, Article ID 5481853, 9 pages, 2022.

Research Article

College Students' Ideological and Political In-Depth Teaching Community Based on Core Literacy Model

Feng Yanju,[1] Dong Chao,[1] and Li Man [iD] [2]

[1]*School of Marxism, Hebei Vocational University of Industry and Technology, Shijiazhuang 050091, Hebei, China*
[2]*Changchun College of Humanities, Changchun 130117, Jilin, China*

Correspondence should be addressed to Li Man; liman@ccrw.edu.cn

With the development of the times, building a learning community in ideological and political teaching has become an urgent need for teaching reform. In ideological and political teaching, the common vision of teachers and students is to carry out cooperative exploration and ultimately realize the progress and growth of common teachers and students, and implement the core of political science. Learning community in ideological and political teaching has the characteristics of group symbiosis, common value, cooperation and sharing, and democratic openness. Therefore, building a learning community in ideological and political teaching is conducive to the formation of a new teaching model of cooperative inquiry and the establishment of equality and democracy. The new teacher-student relationship can cultivate students' higher-order thinking and promote more meaningful learning. It has been proved by practice that it is valuable to construct a learning community in the ideological and political teaching of universities. Teachers and students should change the traditional teaching concept. University political teachers should carefully prepare lessons, set up teaching design, be considerate to students, be close to reality, be close to knowledge itself, enhance the communication and interaction between teachers and students, and students and students, and actively build a learning community in the process of ideological and political teaching. To enable students to get new knowledge, solve challenging problems, and finally achieve progress and growth.

1. Introduction

At present, core literacy has become a topic that the country and even the world focus on. Countries try to use "core literacy" as a guide for curriculum reform; explore curriculum standards, teaching reforms, and teaching practices that match the cultivation of students' core literacy; and make it gradually become a practical concept of international education. Our country also conforms to the development trend of international education reform and pays attention to the core literacy of students, and the ideological and political course, as a subject with the fundamental task of morality and cultivating people, has naturally become an important position for cultivating students' core literacy. The cultivation of subject core literacy is very important. However, in the current ideological and political teaching, there are still various shallow teaching problems such as

aiming at "exam-oriented education," overemphasizing the authority of textbook knowledge, formalizing the teaching process, paying attention to the performance of open classes, and flashy teaching results. This is not conducive to the cultivation of students' core literacy and will limit their all-round development. In-depth teaching is a reform of shallow and formalized teaching. The purpose of studying in-depth teaching is to propose effective solutions to the problems existing in current teaching. The teaching of ideological and political courses from the perspective of core literacy is to pay attention to the dialogue between students and knowledge, especially the value and meaning behind knowledge, in an open form so that students can gradually cultivate their knowledge in the process of mining the value and meaning behind knowledge. The core qualities of political identity, scientific spirit, awareness of the rule of law, and public participation are all innovations that promote

teaching activities. It has the functions of being conducive to the independent construction of students' knowledge, the development of scientific thinking, and the implementation of emotional education. However, there are still some problems in the practice of in-depth teaching of ideological and political courses that need to be improved and perfected. In the current teaching of ideological and political courses, due to the limitations of teachers' unclear grasp of the concept of in-depth teaching, the deep-rooted thinking of teachers in exam-oriented education, and the attitude of teachers who have no intention of in-depth teaching, the problem design ability of teachers' core literacy of ideological and political courses and the core literacy of ideological and political courses are not enough. The ability of teaching implementation and the teaching reflection ability of the core literacy of ideological and political courses need to be improved. Students are accustomed to passively accepting knowledge, graffiti-style learning, "picture reading," and other learning methods. Their learning methods are lagging and cannot adapt to in-depth teaching, and the evaluation system is not perfect. Teachers' enthusiasm and other reasons have hindered the practice of in-depth teaching, which is not conducive to the cultivation of students' core literacy. With the research on in-depth teaching, the theoretical and practical system of in-depth teaching is gradually being established and improved, which has reference significance for the teaching practice of ideological and political courses in the future. [1–5].

2. Related Works

The research on deep learning can be traced back to the mid-1950s. Some scholars start from the learning process of students and use shallow learning and deep learning as the reading methods of academic papers for college students so as to adjust the teaching methods according to these two states. American scholars Ference Marton and Roger Saljo were the first to make this point. They believe that shallow learning is passive and mechanical, students' inquiry process lacks self-awareness and the ability to think independently, the content of learning is boring and far from students' life, and students lack emotional experience and thinking skills during learning. On the contrary, deep learning emphasizes the initiative and comprehension of students' learning, emphasizes that students should use critical thinking to understand knowledge; attaches importance to new and old knowledge, knowledge of various disciplines, and the connection between theory and practice; and improves students' transference. Since then, many scholars have conducted comparative studies on the two, put forward the value of deep learning, and explored strategies to promote deep learning for students. For example, "problem-based learning (PBL)" originated from medical education uses "problems" as clues to students' learning and activities, prompting students to change their previous learning methods and change from passive acceptance to active inquiry. Another scholar proposed "self-directed learning." A typical example is an American scholar Tough, A who proposed in 1971 that "students should learn to plan, monitor, and reflect on their

own." Students establish learning goals in autonomous learning. Through the learning process, they can have a deep understanding of the content, form a summary, and reflect in the learning process. Another scholar proposed the deep learning route (DELC), the deeper learning cycle. For example, Eric Jensen and LeAnn Nickelsen proposed in "7 Powerful Strategies for Deep Learning" to carry out in-depth learning from seven perspectives: "design standards and courses, pre-assessment, building a learning culture, previewing prophets, acquiring new knowledge, deep processing of knowledge, and learning evaluation," which enriches the practical strategies of deep learning. In recent years, the research of some scholars has gone beyond the previous research vision, not only based on the aspects of educational technology such as instructional design and learning technology but also based on the new concept of learning and knowledge, research, and new interpretations. The most representative of them is the research carried out by the "Learning in Depth" (LID) project team led by Professor Egan of Fraser University in Canada, which implements deep learning based on experiments. The path and the basic principles of its implementation are discussed, and the role of deep learning on student learning, teacher professional growth, and school reform is analyzed. The research focuses on classroom learning and teacher teaching, and even research on deep learning focuses on teachers' guidance on how students learn and how they learn. Aigen's deep learning research has made it clear that teachers also attach importance to the guidance of teachers in the process of deep learning, guide students to focus on the in-depth understanding of knowledge, and promote students to deepen their understanding of knowledge in the process of gradual in-depth learning. Eigen's research on deep learning pays attention to the importance of teachers to students' deep learning, and the connection between deep teaching and deep learning, so the focus of the research gradually shifts from a single learning technology to a two-way activity that combines teacher teaching and student learning. The research on deep learning also shows the characteristics of the combination of deep learning and deep teaching. [6–12].

3. Related Theories and Research Methods

3.1. Community. A community is a tightly connected whole. From the perspective of the etymology, "common" means "everyone does it together; what belongs to everyone is public"; "body" means "group, collective,"; and the community is that everyone does things together, belongs to everyone's collective, mutual help, and no one can do without another, mainly emphasizing that there is a deep emotional foundation between members and a collective or collective organization that depends on each other. The word community comes from the German "Gemeinschaft" and is translated as Community in English; the most common meaning is "society," with derived meanings of "residents" and "regions."

The earliest description of the community was by the German classical sociologist Tennis. He divided the community into several aspects: the community linked by blood,

the community linked by emotional needs, and the community linked by region. They are all interdependent, share weal and woe, recognize and tolerate each other, and have a strong sense of collective belonging. The concept of "community" originated in the field of sociology, has gradually been widely studied in other fields such as education and politics, and has enriched the connotation and extension of the community from different angles, such as the political community in the field of politics, the scientific community in the field of natural and human sciences, etc. With the rise of research on the community, community not only emphasizes the close relationship between members because of blood relationship and geographical location but also emphasizes the organization of collective members relying on common goals. In pedagogy, the commonly mentioned community refers to the learning community, such as Palmer's theory of debate; he believes that "the real community is recognized through debate," and the composition of community members is not limited by blood regions, etc. More emphasis is placed on organisms that identify with each other by arguing with each other. At the same time, the debate process is not closed, but open and shared. The format of the debate is not monotonous for the sake of debate, but to encourage members to fully express and listen to their views, learn together, and achieve common goals. Such communities are more focused on emphasizing the learning process. Although the community in pedagogy and the community in sociology have similarities, they both emphasize mutual recognition and sharing, but there are great differences between the two. Community in pedagogy emphasizes that learners cooperate with each other and grow together in the learning process, while the community in sociology is based on relevant research based on factors such as region, blood relationship, and spirituality. Even so, the concept of community in the field of sociology can also serve as a reference for the concept of community in pedagogy. The concept of community in pedagogy relies on the concept in the field of sociology, but it is not equivalent to its connotation in sociology. The vast groups with different identities in different regions can be summarized as a collective with common goals, mutual cooperation and sharing, mutual recognition, and close connection. [13].

3.2. Learning Community. The learning community idea can be traced back to Dewey's empirical education theory. Dewey believes that the essence of education is: "education is life, school is society, education is growth, education is the reorganization and transformation of experience." In fact, what is emphasized is that schools are not only places to learn knowledge and skills but they also advocate various social activities, emphasize exchanges and cooperation between people, and promote the all-round development and personality development of each student. The concept of the learning community is derived from the learning organization theory. In 1990, the scholar Peter Senge put forward the famous learning organization theory, which refers to the collective that each subject can release their sense of

collective identity, cultivate their personality, expand their abilities, and continue to learn together. [14] The learning organization mainly includes five elements: common vision, system thinking, common learning, self-realization, and mental model. Although he did not directly point out the concept of the learning community, he accelerated the process of the concept of the learning community becoming known to the world. In 1995, Boyer put forward the concept of the learning community for the first time. He believed that a learning community is an organization where members share common goals and communicate and cooperate with each other. After 2000, Sato, known as the first person in Japanese educational theory, further developed the learning community theory according to the problems of lonely learning in Japan at that time and regarded the learning community as a new teaching model and a new type of learning community. Learning the organizational form, he believes that the main purpose of the learning community is to accept all differences, that is, to respect and accommodate the differences of each member. And in the description of the global picture of the "classroom revolution" in the 21st century, the school reform philosophy based on the "learning community" is expounded.

3.3. The Elements of the Learning Community in Ideological and Political Teaching in Colleges and Universities. Scholars have different generalizations of what constitutes a learning community. Some scholars believe that it includes five elements: learners, facilitators, learning tools, resources, and learning contexts; some scholars divide it into seven elements: learning subjects, resources, learning methods, curriculum knowledge, shared vision, learning context, and target effects. According to the analysis of the concept and constituent elements of the learning community and the characteristics of the ideological and political teaching of college students, this study believes that the constituent elements of the learning community in the ideological and political teaching of college students mainly include learners, common vision, interactive means, learning situations, and learning resources—5 aspects. All elements influence and depend on each other and jointly promote the sustainable development of the learning community in the ideological and political teaching of college students. [15].

3.3.1. Learners. College students and ideological and political teachers are the main learners of the learning community in the ideological and political teaching of college students. Through certain teaching activities, teachers and students can communicate and interact. Teachers and students are learners with equal status. Teachers and students have their own advantages and personalities. In the ideological and political teaching of college students, ideological and political teachers and students help each other, share knowledge, and jointly solve challenging problems. Special attention should be paid here. Teachers do not blindly instill knowledge but guide and help students in the teaching process. Ideological and political teachers are not managers, but more of a service provider for students' learning. At the

same time, they are also learners. Lifelong learning, or more reflective dialogue with students, can better promote the effective and sustainable development of the learning community in the ideological and political teaching of college students. [16].

3.3.2. Common Vision.

The common vision and the common goal are closely related, but in addition to the common goal itself, the common vision also emphasizes that members take the initiative to achieve the learning goal based on the common emotional needs, that is, the common goal of the community. The "Ideological and Political Curriculum Standards" proposes that "the fundamental task of college students' ideological and political teaching is to build morality and cultivate people, further strengthen the education of socialist core values, and emphasize the construction of an active subject curriculum dominated by cultivating the core literacy of ideological and political subjects." Therefore, college students' thinking of the common vision of the learning community in political teaching should not be limited to the achievement of knowledge and skills but should focus more on building morality and cultivating people, implementing the core literacy of disciplines, and promoting the all-round development of each student.

3.3.3. Interaction.

Internet + tradition is an interactive means of the learning community in the ideological and political teaching of college students. For students in the traditional ideological and political teaching of college students, generally a class is a group. Although everyone knows each other, the communication and interaction with each other is not enough, and it is only limited to the interaction in the school classroom. Therefore, from the perspective of the composition of the learning community in the ideological and political teaching of college students, it is very important that the interaction means among the members of the learning community. In today's information age, knowledge is updated rapidly, and traditional means of interaction are no longer the main way. More members will use some popular communication tools, such as e-mail, Weibo, QQ group, WeChat group chat, etc. The real-time synchronous and non-real-time asynchronous communication of network media tools promotes the exchange and feedback of information among the participants of the learning community in the ideological and political teaching of college students.

3.3.4. Learning Situation.

Carrying out the activity-based curriculum oriented to implement the core literacy of the discipline is the main learning situation of the learning community in the ideological and political teaching of college students. The learning situation is also an important factor in the teaching process of ideological and political courses. It is the so-called "flesh worms, fish withered worms." It emphasizes the importance of internal environmental changes to the development of things, and the reference to teaching also reflects the learning situation.

Wang Fuzhi, a Confucian scholar in the late Ming and early Qing dynasties, believed that people's ideology and behavior are closely related to the environment in real life, and the natural learning situation is closely related to people's thinking and behavior. The environment of ideological and political teaching has the characteristics of being extensive, dynamic, specific, and creative. Therefore, it is necessary to pay attention to the creation of the learning environment of the learning community in the ideological and political teaching of college students, not only to consider the environment and characteristics of ideological and political teaching but also to consider the personality and characteristics of the students. Appropriate learning situations can promote ideological and political teaching to achieve a multiplier effect. [17].

3.3.5. Learning Resources.

Explicit knowledge + invisible knowledge is the learning resource of the learning community in the ideological and political teaching of college students. Learning resources are an indispensable element and the learning information of the learning community in the ideological and political teaching of college students and generally exist relying on certain carriers, such as books, courseware, exercises, cooperation, and dialogues. Therefore, learning resources include both explicit knowledge and implicit knowledge. Traditional teaching tends to ignore the learning resources in cooperation and exchange, and the learning community attaches great importance to the learning resources obtained in the process of communication, cooperation, and reflective dialogue between teachers and students and between students and students. This is also in line with the activity-based curriculum emphasized by the ideological and political curriculum standards for college students, which promotes the activity of the curriculum content and the curriculum of the activity content and realizes the common progress of teachers and students in the blending of explicit knowledge and invisible knowledge. [18].

4. Construction of College Students' Ideological and Political Teaching Community Based on the Learning Community

4.1. Teaching Design Based on the Concept of the Learning Community.

According to the connotation of the learning community, the value of the learning community should be recognized. First of all, it is necessary to form a correct cognition of the learning community, instead of putting wrong labels such as time-consuming and formalism. According to the connotation of the learning community, it can be understood that the learning community is an organic organization for teachers and students, students and students to learn from each other, help each other, achieve common goals, and cultivate socialist core values. Based on this, building a learning community in the ideological and political teaching of colleges is conducive to forming a new teaching model of cooperative inquiry, establishing a new teacher-student relationship of equality and democracy, and, at the same time, cultivating students' higher-order thinking and promoting more

meaningful learning. The content of this lesson is selected from "Truth is Concrete and Conditional" in "Life and Philosophy." The whole teaching design is shown in Table 1.

4.2. Teaching Implementation Based on the Concept of the Learning Community

4.2.1. Correct Concept. Form a correct cognition of the learning community. According to the connotation of the learning community, the value of the learning community should be recognized. First of all, it is necessary to form a correct cognition of the learning community, instead of putting wrong labels such as time-consuming and formalism. According to the connotation of the learning community, it can be understood that the learning community is an organic organization for teachers and students, students and students to learn from each other, help each other, achieve common goals, and cultivate socialist core values. Based on this, building a learning community in the ideological and political teaching of colleges is conducive to forming a new teaching model of cooperative inquiry, establishing a new teacher-student relationship of equality and democracy, and, at the same time, cultivating students' higher-order thinking and promoting more meaningful learning. [19].

4.2.2. Clear Goals. Play the leading role of the common vision in the ideological and political teaching of the university. Because the learning community has the characteristics of political identity and cooperation and openness, it should play the leading role of the common vision in the learning community. A shared vision is a common goal that members of a learning community have and are willing to work towards. In other words, a shared vision includes both common goals and emotional appeals that members are willing to work towards. A shared vision is not simply equivalent to the improvement of academic performance, it is more focused on exploring and solving problems in cooperation and communication and ultimately enables students to actively build new knowledge and promote the achievement of key abilities and necessary characteristics.

4.2.3. Positioning Practice. We should fully respect the dominant position of students, carry out interactive teaching that stimulates students' interest in learning, and promote students to actively build new knowledge in the process of teacher-student and student-student cooperation and interaction. Interactive teaching emphasizes two-way interaction, which is different from teacher-led and invalid interaction or blind interaction of students. It is necessary to change the traditional single self-directed and self-acted teaching but to develop a dialogue and communication method that includes multiple factors such as cognition, behavior, and emotion. Interactive teaching is based on an equal and harmonious modern teacher-student relationship. Students and students, teachers and students understand each other, respect each other, and achieve common progress and common development in the process of cooperative exploration. In the current ideological and political teaching in universities, there is more interaction on the surface, the form is lively, and there is no real knowledge. For example, in the class "Entering the International Society," a teacher guided students to hold a debate on whether China and the United States are rivals or partners. This does not conform to the cognitive characteristics and processes of students. In the information age, many students understand that China and the United States are both rivals, but also partners. Therefore, such debates can easily lead to ineffective interactions. The dialectical thinking that China and the United States are both opponents and partners is not easy to form in this debate. Interaction exists all the time, but effective interaction is rare. How to really achieve effective "interaction?" First, the interaction method must be properly combined with subject knowledge. That is to say, the selection of interactive materials or methods should not be separated from the corresponding subject knowledge. To truly realize the curriculum of the activity content and the activity of the course content, the two should not be separated from each other, but must be closely integrated. Change the traditional curriculum content curriculum, but also avoid the ineffective interaction of the activity content. Second, the interactive way should be promoted to stimulate students' interest in learning. The material selected or the situation created should be based on the psychological characteristics of students, which can stimulate students to learn actively. Failure to unilaterally understand interaction is commonly used in front and back discussions between four people. The selected discussion topics are not close to students, close to life, and close to reality. Effective interaction will definitely not be possible, and students will feel tired of learning. [20].

Third, the layout of traditional learning spaces should be changed. Do a good job in the spatial setting of the learning community and the spatial distance of students' seats is closely related to the psychological distance between teachers and students, and students and students. The narrowing of the space distance can shorten the psychological distance between teachers and students, which makes it easier to listen, communicate and cooperate, and achieve effective interaction. Japanese scholar Sato Xue believes that the physical space environment of learning can be changed to promote the effective interaction between teachers and students, and students and students. The traditional seedling-style desks and chairs cannot carry out more nonverbal communication, which is not conducive to attentive listening between teachers and students, and students and students, and is not conducive to mutual in-depth exchanges and cooperation. The sitting situation in the classroom is to form a classroom that listens attentively to each other and build the physical foundation of a learning community. Generally, there are the following requirements: as shown in the figure below, the group members should sit face-to-face and look at each other; appropriate distance will neither affect the communication between group members nor the connection between groups; the arrangement of the classroom should be as flexible as possible to facilitate students to change the group form; as far as possible, all students should always be with their own group companions together, as shown in Figures 1–3.

Table 1: Learning community concept instructional design sheet.

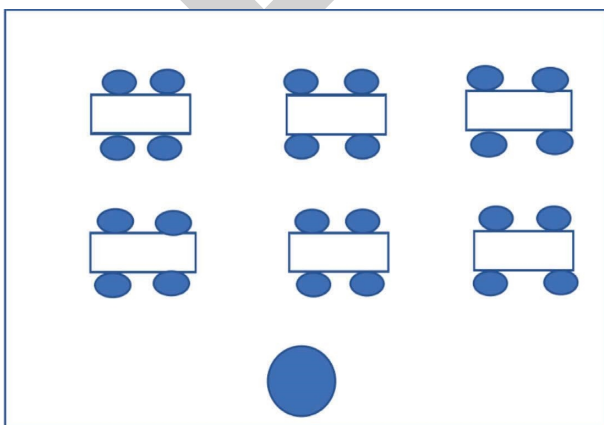|		
Textbook analysis		The content of this lesson is selected from "Truth is Concrete and Conditional" in "Life and Philosophy." This article mainly explains the conditionality and specificity of truth and the relationship between true questions and falsehoods and then understands that the process of pursuing truth is never-ending and not smooth, so we begin the process of pursuing truth.
Study situation analysis		Students have acquired certain philosophical thinking ability in the study of relevant philosophical knowledge points. However, their understanding is relatively scattered, simple, and one-sided, so teachers need to teach systematically to help students comprehensively master knowledge, broaden their understanding, and improve their rational thinking ability. In view of the situation of this course, students have already mastered the relevant knowledge of "truth" and they need to further study the characteristics of truth and the relationship between truth and falsehood.
Teaching objectives		1. Master the conditionality and specificity of truth and understand the relationship between truth and error. 2. Cultivate students to identify with the philosophical method of dialectical materialism, enhance the ability to actively participate in life and know how to use dialectical thinking to deal with real-life problems, and at the same time improve students' practical ability. 3. Cultivate students' scientific spirit of rational analysis of truth, encourage students to take on the important responsibilities of the times, and strive to pursue the truth.
Teaching focus		Truth is conditional
	Set by	1) First of all, students have learned the relevant knowledge of truth, but they do not have a special understanding of the relationship between truth and falsehood, and the applicable conditions of truth. 2) Second, combined with the requirements of core literacy and the new curriculum concept, it is necessary to cultivate students to establish a scientific spirit and the ability to guide life using the method of dialectical materialism—this is the focus of teaching.
	How to stand out	1) Carry out activity-based courses, teachers and students interact and communicate, analyze and demonstrate knowledge points in turn, and help students fully understand that truth is a conditional philosophical principle. Under the guidance of teachers, students can intuitively experience the changing process of the two experiments of "black wolfberry soaking in water," actively build new knowledge, and understand that truth has its own applicable conditions and scope. 2) Make the content of the course active and the content of the activities into a curriculum, through the interaction between teachers and students, strengthen the guidance of students' values, and cultivate students' scientific spirit.
Teaching difficulties		Truth is concrete
	Set by	1) Concrete is a word that is often used in daily life, but for students, the specific understanding of truth is not deep enough, and it is easy to ignore the two dimensions of time and space contained in it, and then they cannot better grasp the truth and falsehood.
	How to break through	1) Use case analysis to analyze from the two dimensions of space and time so that students can understand that the truth must conform to the actual situation of the local and the time.
Teaching method		Pedagogy is based on the concept of the learning community

Figure 1: Sitting in a row in the classroom of the learning community: sitting in groups around the front and back.
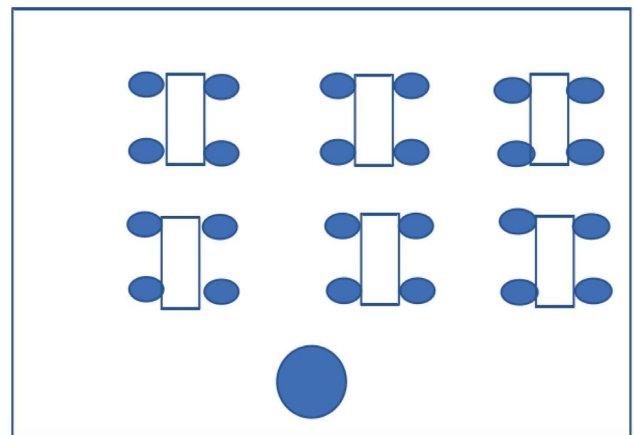

Figure 2: Sitting in a row in the classroom of the learning community: sitting in groups around the left and right sides.

4.2.4. Specific Implementation. First, the spatial arrangement should be completed. In the classroom teaching of "Truth is Concrete and Conditional," it is necessary to build

a learning community. First, a classroom atmosphere centered on listening must be created. To cultivate the relationship of mutual trust and mutual respect between
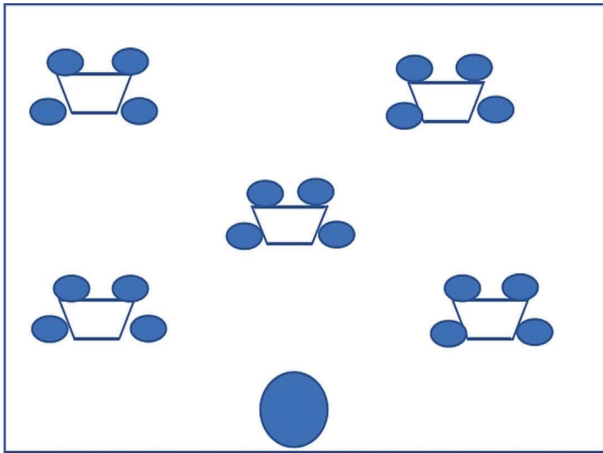
Figure 3: Sitting in a row in the classroom of the learning community: U-shaped sitting in groups.

Figure 4: Traditional classroom space layout.

teachers and students, and students and students, it is necessary to change the traditional classroom space layout, create a space layout that facilitates face-to-face communication and cooperation between peers, remove the podium, and reduce the spatial distance between teachers and students. Teachers should take turns walking around different groups, as shown in Figure 4 below.

Figure 5 shows the classroom space layout of the learning community.

Second, assigning team members. The team members should be matched according to the actual situation. Since the selected experimental class has 48 people, it is determined in advance that every four people will form a group. First of all, let the students apply for registration independently, which students are willing to form a group with, and explain the reasons for the application. Then, according to the teacher's daily observation and understanding and the students' evaluation of others and other factors, the group members are preliminarily determined. Finally, the list of group members is announced to the students, and those who are dissatisfied can make corrections according to the actual situation. After the four members of the group are determined, based on self-recommendation, democratic recommendation, and teacher evaluation, a leader, a timekeeper, a main speaker, and a recorder are determined for each group. During the actual operation, their identity can also be adjusted appropriately. It is convenient for everyone to communicate and cooperate in depth in the three cooperative exploration activities in the class "Truth is Concrete and Conditional," and complete the active construction of knowledge. [21–23].

Third, establishing a common vision. Before the class, the teacher guides everyone to understand that the goal we need to accomplish together in this class is to cooperate in depth based on mutual trust with peers and teachers, to master the conditional and specificity of truth, and to understand the relationship between truth and falsehood; and the ability to actively participate in life and know how to use dialectical thinking to deal with real-life problems, to develop the scientific spirit of rational analysis of truth, to be
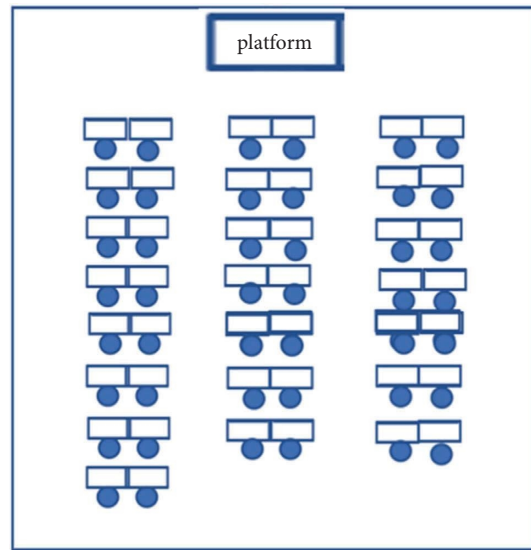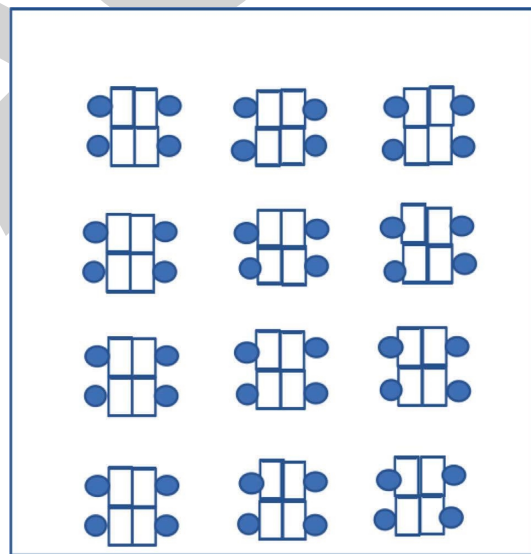

Figure 5: Classroom space layout based on the learning community.

brave to take on the important tasks of the times, and to strive for truth.

Fourth, solving challenging problems. The goal of building a learning community is that students can solve problems and consider the unity of learning and use. Teachers organize students to review textbooks in advance to understand the connotation of truth, so that students can solve problems independently in the teaching process, understand that truth is conditional and specific, and at the same time understand the reasons. This also requires teachers to focus on giving guidance in the teaching process, rather than directly giving answers or results, so that students can explore independently; actively build knowledge; solve challenging problems; and implement the core literacy of disciplines, scientific spirit, and political identity.

TABLE 2: Comparison of the effect of classroom teaching based on the learning community and the effect of traditional classroom teaching.

Compare items	Traditional classroom teaching	Classroom teaching based on the learning community
Degree of organization	Emphasize pre-class presupposition	Emphasize classroom generative
Learning purpose	Utilitarian (emphasizes the difficulty of the exam)	Nonutilitarian, self-fulfillment
Learning process	Passive participation in the classroom; the classroom atmosphere is dull	Actively participate in the classroom; the classroom atmosphere is active
Learning outcomes	Mechanical memory knowledge, unable to complete challenging problems	Deep learning, capable of solving challenging problems
Evaluation method	Based on external evaluation	Based on self-evaluation
Learning value	Simply acquire knowledge	While mastering knowledge, also acquired the ability of unity and cooperation
Study time	Long time, low efficiency	Short time, high efficiency

Fifth, evaluating group cooperation. After class, the evaluation is made based on the teacher's observation and the record of each group's recorder. The method of evaluation can be either self-evaluation or other evaluation, and the content of evaluation is also diverse. It can be the evaluation of students' completion of teaching tasks, the effect of group cooperation and exploration, and the teaching design of teachers. According to the evaluation results of teachers and students, it is necessary to analyze which aspects can be done better, which aspects have what kind of achievements and experience, etc.

4.3. Evaluation of the Effect of Teaching Implementation Based on the Concept of the Learning Community. On the whole, the effect of classroom teaching based on the learning community is obviously better than that of traditional classroom teaching. According to the evaluations of teachers, students, and teachers listening to the lectures, it is found that in the classroom teaching based on the learning community, students actively participate in the teaching process, actively explore new knowledge, actively communicate and interact with group members, and can solve challenging problems. The degree, learning purpose, learning process, and learning results are superior to traditional classroom teaching in many aspects as shown in Table 2.

From the perspective of solving challenging problems, building a learning community in the ideological and political teaching of colleges is an efficient teaching method. Through experiments, it is found that building a learning community in the ideological and political teaching of colleges seems to be time-consuming, but in fact it is highly efficient. Taking "truth is specific and conditional" as an example, the spatial layout was changed, the division of labor among group members was determined, and interactive teaching was carried out under the guidance of a common vision, in a democratic and equal teaching atmosphere, and students not only master the truth, but also transfer knowledge, solve the problems of low classroom participation, difficult to understand course knowledge, and mostly mechanical memory methods under the traditional teaching mode. Practice has proved that building a learning community in the ideological and political teaching of

universities can save time and achieve efficient learning. The traditional misunderstanding that it is a waste of time to build a learning community is not valid in the teaching process of teachers and the learning process of students. Although the time spent by ideological and political teachers in preparing lessons will increase, it is not a waste of time, but a responsibility that should not be shied away.

5. Conclusion

High school ideological and political teaching based on the learning community is a teaching model that emphasizes the coexistence of cognition and emotion and combines respect for individuality and all-round development under the background of the new curriculum reform. In this kind of course teaching, teachers and students, students and students cooperate with each other, have dialogue and reflection, and achieve common growth and progress, which is also the requirement of ideological and political courses in the new era. In the process of frontline ideological teaching, there are still problems in the teacher-student relationship, classroom interaction, evaluation system, etc., which seriously hinder the effective implementation of the learning community. Entering the new era, higher requirements have been placed on high school political teachers in terms of comprehensively advocating and implementing the core values of socialism, promoting the all-round development of students, and cultivating students' key abilities and necessary characters. Building a learning community in ideological and political teaching aims to break through the traditional political indoctrination education, change the discordant and unequal teacher-student relationship, and reshape the curriculum of the activity content and the political classroom of the activity of the curriculum content. Based on the zone of proximal development theory and the principle of teaching and learning, students are promoted to actively build knowledge and complete challenging problems, change their prejudice against political classrooms, enhance their sense of political learning, and make them love and enjoy political classrooms again.

Data Availability

The dataset can be obtained from the corresponding author upon request.

Conflicts of Interest

The authors declare that there are no conflicts of interest.

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