

Research on Blended Teaching Mode and Practical Path of Integrating Centennial Party History Resources into National Security Education for College Students Based on Knowledge Mapping

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ABSTRACT

In the context of the rapid development of artificial intelligence, the importance of national security education has become increasingly prominent. As an important historical resource for the development of the Communist Party of China (CPC) and the country, the integration of the centennial party history into the national security education of college students can provide students with a rich historical background and cultural identity. However, the traditional teaching mode is somewhat insufficient in the face of the challenges of the new era. The purpose of this paper is to explore how to effectively integrate the centennial party history resources into the national security education of college students through a blended teaching mode under the background of artificial intelligence. The study first clarifies the teaching objectives, including enhancing students' understanding of national security, improving critical thinking skills and stimulating a sense of historical responsibility. Then, it adopts diverse teaching methods, such as the combination of online learning and offline discussion, group work and case study analysis, aiming to enhance students' participation and depth of thinking. At the same time, the study also emphasises the combination of historical experience and real-life issues, encouraging students to link the 100 years of party history with current national security challenges and to conduct in-depth discussions through critical thinking. In terms of teaching assessment, this paper constructs a scientific assessment system that focuses on changes in knowledge acquisition, engagement and affective attitudes. The results of the study show that through the blended teaching mode, students' national security awareness and historical identity are significantly improved, and their critical thinking ability is also enhanced.

KEYWORDS

knowledge mapping; party history resources; national security education; blended learning

1 Introduction

1.1 Background

In the present era of deepening globalisation and informatisation, national security has become an important topic of great concern to governments and academics. National security not only includes military security, political security and economic security, but also covers multiple

dimensions such as social security, cultural security and network security^[1]. Especially in the context of the new crown epidemic, the turbulence of the international situation and the rapid development of science and technology, the challenges to national security posed by a variety of potential threats have become more and more complex, and it has become particularly urgent to strengthen national security education. Especially in the stage of higher education, college students as the future backbone of society, their national security awareness and sense of responsibility directly affect the future development of the country.

At the same time, 100 years of party history is the valuable experience and important cultural heritage accumulated by the CPC in the long history of China^[2]. Party history is not only an important resource for political education, but also an important part of national security education. Through party history education, college students can better understand the party's concepts, theories and policies, enhance their national pride and sense of historical responsibility, and thus improve their national security awareness and sense of mission. Therefore, integrating centuries-old party history resources into college students' national security education is an effective way to enhance their national security awareness.

With the rapid development of artificial intelligence technology, the field of education has also ushered in profound changes. Artificial intelligence not only provides new possibilities for the innovation of teaching methods, but also lays the foundation for the realisation of personalised learning and intelligent education. In this context, the blended teaching mode is gradually gaining attention. This mode combines the advantages of traditional teaching and online learning, which can effectively improve the teaching effect and students' learning experience. By integrating the resources of 100 years of party history in the context of artificial intelligence into the national security education of college students, the blended teaching mode can achieve in-depth understanding and application of knowledge and help students form a comprehensive view of national security.

Therefore, the main purpose of this study is to explore how to construct a blended teaching mode based on knowledge mapping to effectively integrate centennial party history resources into national security education for college students. Specifically, the study will focus on the following aspects: firstly, analyse the current situation and challenges of national security education; secondly, explore the application of knowledge graph in education and its advantages; thirdly, design a blended teaching model based on knowledge graph and implement the teaching by combining the 100 years of party history resources; lastly, evaluate the effectiveness of the teaching and put forward suggestions for improvement through case studies and empirical research.

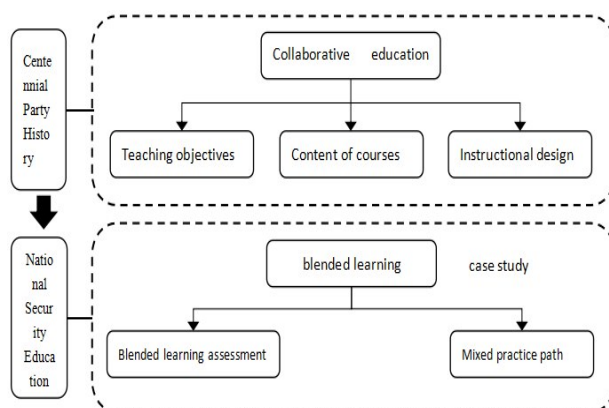


Figure 1 A mixed teaching research framework for integrating century old party history resources into national security education for college students

1.2 Current status of domestic and international research

1.2.1 Cross research on artificial intelligence and education

With the rapid development of artificial intelligence technology, its application in the field of education has gradually become a research hotspot. Research at home and abroad generally believes that AI not only promotes personalised learning, but also improves educational efficiency and learning experience^[3]. Internationally, many scholars have explored how AI can provide students with tailored learning programmes through data analytics and intelligent recommendation systems^[4]. Specifically, using learning analytics, educational institutions are able to monitor students' learning progress and behavioural patterns in real time, so as to adjust teaching strategies in a timely manner. In addition, AI is widely used in online education platforms to improve students' independent learning ability through intelligent tutoring and virtual teaching assistants.

In China, research on the combination of AI and education is gradually deepening, especially in the field of higher education^[5]. Researchers have emphasised that AI technologies should be integrated with traditional teaching in order to achieve innovation in the content and form of education. With smart educational tools, teachers can understand students' needs more precisely and thus optimise their teaching methods, thus improving students' learning effectiveness and engagement.

1.2.2 Historical development and current situation of party history education

As an important part of ideological and political education, party history education has received more and more attention in colleges and universities in recent years. Studies have shown that party history education is not only an important means of passing on the red culture, but also an effective way to enhance students' sense of social responsibility and historical mission^[6]. Currently, research on Party history education focuses on how to update teaching content and innovate teaching methods, especially how to enhance teaching effects through multimedia and Internet technologies. Many researchers have mentioned that emphasis should be placed on the active participation of students, and that case analyses and situational simulations should be used to give students a deeper understanding of the significance of the history of the Party and its impact on the development of the country and society^[7].

In addition, the challenges facing party history education have also attracted widespread attention. The study points out that some students lack interest in the content of Party history, which leads to poor teaching effect. Therefore, innovating teaching methods to enhance the attractiveness and infectiousness of party history education has become an important direction of current research.

1.2.3 Theoretical basis and practice of national security education

Research on national security education has developed rapidly in recent years. Studies generally agree that national security education should be integrated into the national education system, especially at the higher education level^[8]. National security education not only focuses on the political, economic and military security of the country, but also includes cultural, social and network security and other aspects. Theoretical studies have mainly focused on the necessity, objectives and implementation strategies of national security education. Researchers have emphasised that the core of education lies in enhancing students' national security awareness and sense of responsibility, which requires educators to fully integrate national security-related knowledge and practical cases into their teaching.

At the practical level, many colleges and universities have begun to explore diversified teaching

modes for national security education, including thematic lectures, practical activities, and curriculum development. Studies have shown that practical teaching can effectively increase students' sense of participation and enable them to better understand the complexity and importance of national security.

1.2.4 Application of blended teaching mode

As an emerging teaching method, the blended teaching mode has been widely recognised in the education sector at home and abroad in recent years. The mode combines the advantages of online and offline teaching, and can effectively enhance students' learning experience and teaching effect. International studies have shown that blended learning promotes students' independent learning and critical thinking skills, and enables them to obtain more learning resources and support outside the traditional classroom.

Research in China has gradually focused on the effectiveness of blended teaching in specific disciplines and fields. Especially in higher education, researchers have explored how to use blended teaching models to enhance the effectiveness of party history education and national security education^[9]. Relevant studies have pointed out that by combining a variety of teaching methods, teachers can better meet the learning needs of different students, thereby enhancing students' understanding and application of educational content.

In summary, research results in artificial intelligence, party history education, national security education and blended teaching at home and abroad provide a solid theoretical foundation and practical basis for this study. These studies provide important insights for exploring the blended teaching mode of integrating centuries-old party history resources into national security education for college students under the background of artificial intelligence.

1.2.5 Basic concepts of knowledge mapping

A knowledge graph is a tool for representing knowledge in a graphical structure consisting of nodes (representing entities or concepts) and edges (representing relationships between entities). Knowledge graphs are not just repositories of information, they are ways of organising and presenting knowledge^[10]. With the rapid development of information technology, knowledge graphs are increasingly used in big data analysis, artificial intelligence and education. In education, knowledge mapping can help students clearly understand the structure of knowledge and identify the relationships between knowledge. Especially in the complex content of national security education, knowledge mapping can effectively integrate information at different levels and enable students to form a systematic knowledge system in the learning process. Research has shown that knowledge mapping can help students better grasp and apply knowledge through visualisation.

The application of knowledge mapping in education is mainly reflected in the following aspects:

(1) Organisation and structuring of knowledge: knowledge mapping can structure a large amount of knowledge information so that it is easy to understand and remember. For example, in national security education, teachers can use knowledge mapping to present information such as the definition of national security, relevant laws and regulations, and historical events to students in a graphical way.

(2) Enhance learning interaction: Knowledge mapping provides a platform for interactive learning, where students can click on nodes to view relevant information and links, promoting active learning and independent exploration. Such an interactive approach can enhance students' learning engagement and motivation.

(3) Promote knowledge transfer and application: by establishing links between knowledge,

knowledge mapping can help students transfer what they have learnt to new contexts. In national security education, students can combine historical cases with real-life situations, thus improving their understanding and ability to analyse national security issues.

2 Research on the Blended Teaching Mode of Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

2.1 Research on the Internal Mechanism of Action between the Centenary History of the Communist Party of China and National Security Education

The centenary history of the Communist Party of China is a systematic summary of the major events, theoretical achievements, and practical experiences of the Communist Party of China since its establishment in different historical periods, carrying rich political, cultural, and social histories. This history is not only the development trajectory of the Party but also an important source of the thought of socialism with Chinese characteristics in the new era, constituting an important foundation for national security education. National security education refers to enhancing the national security awareness and sense of responsibility of citizens, especially college students, through various forms and channels, making them realize the importance of national security for national development, social stability, and personal well-being. Combining the centenary history of the Communist Party of China with national security education can help students enhance their understanding of the current national security situation on the basis of understanding history and cultivate the dual abilities of historical thinking and security awareness.

(1) The centenary history of the Communist Party of China provides a rich historical background and lessons for national security education. History is the best teacher. The major historical events contained in the history of the Communist Party of China, such as the War of Resistance against Japanese Aggression, the Civil War between the Kuomintang and the Communist Party, and the Reform and Opening Up, not only show the arduous efforts made by the Communist Party of China for national independence and people's liberation but also reflect the major challenges and opportunities faced by national security in the complex international environment. For example, during the War of Resistance against Japanese Aggression, the Chinese nation united as one and defended the country's independence and dignity. This historical event not only reflects the urgency of national security but also provides profound enlightenment for contemporary college students, making them understand that national security is the result of national unity and struggle. By analyzing the connection between historical events and national security, students can better understand the connotations and extensions of national security and the necessity of maintaining national security in the current international situation.

(2) The values and ideological and political education inherited in the history of the Communist Party of China provide spiritual guidance for national security education. The patriotism, collectivism, and revolutionary spirit emphasized in the education of the history of the Communist Party of China have inspired generations of Chinese people to strive for the prosperity and stability of the country. These values are not only the core content of the history of the Communist Party of China but also the spiritual pillar of national security education. In today's globalization context, college students are facing impacts from various cultures and ideologies, and it is particularly important to strengthen patriotism education and enhance national identity. Through in-depth study of the centenary history of the Communist Party of China, students can establish correct worldviews, outlooks on life, and values, enhance their sense of belonging and responsibility to the

country, and thus consciously maintain national security and stability.

(3) The strategies and wisdom contained in the centenary history of the Communist Party of China provide references for the formulation and implementation of contemporary national security strategies. The major decisions in history are often formed in a complex environment, reflecting the countermeasures taken by the Party and the country in the face of major crises. For example, the implementation of the reform and opening-up policy has not only promoted the rapid development of the national economy but also provided a good economic foundation for national security. In national security education, guiding students to analyze the strategies and measures adopted by the Party in different periods can enable them to better understand the multi-dimensional characteristics and dynamic changes of national security. This learning and reference to historical strategies can improve students' strategic thinking abilities and enhance their adaptability and comprehensive qualities in the face of future challenges.

(4) Combining the centenary history of the Communist Party of China with national security education promotes the mutual penetration and common development of the two. National security education not only requires a solid theoretical foundation but also rich practical experience, and the centenary history of the Communist Party of China is an important source of this experience. Through the education of the history of the Communist Party of China, students can not only learn theoretical knowledge but also enhance their understanding and concern about national security through practical activities such as social research and volunteer services. This combination of theory and practice can effectively improve students' national security awareness and sense of responsibility, making them consciously practice behaviors of maintaining national security in daily life.

2.2 Blended Teaching Design of Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

2.2.1 Design of Blended Teaching Objectives for Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

In the blended teaching design of integrating the resources of the centenary history of the Communist Party of China into the national security education for college students, clear teaching objectives need to be defined first. These objectives not only involve students' knowledge acquisition but also emphasize the cultivation of abilities and the enhancement of awareness. Firstly, students need to understand the important events in the history of the Communist Party of China and their far-reaching impacts on national security. For example, by studying key historical nodes such as the Long March and the War of Resistance against Japanese Aggression, students can realize how the security concept supported the joint struggle of the Party and the people at the critical moment of the country's life and death. Secondly, students should learn to analyze the relationship between historical events and contemporary security issues, especially in the context of the rapid development of globalization and informatization, how to transform historical experience into wisdom to deal with current challenges. In addition, the cultivation of critical thinking and team collaboration abilities is also an important part of the teaching objectives. Through forms such as group discussions and case analyses, students can not only share their personal views but also exercise their logical thinking and expression abilities in debates. Overall, clear teaching objectives will provide a direction for the implementation of the course, ensuring that students can not only absorb historical nutrients but also possess the ability to deal with future national security challenges in the learning process.

2.2.2 Design of Blended Course Content for Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

The course content is the core part of the blended teaching design, which unfolds around the important events related to national security in the centenary history of the Communist Party of China, aiming to help students establish a systematic knowledge framework. During the period of the New Democratic Revolution, students can explore how to maintain national security and the unity of the people under extremely difficult conditions by learning the spirit of the Long March. Teachers can guide students to analyze the major events in this period and discuss their enlightenment for the current national security awareness. Entering the period of socialist construction, the War to Resist U.S. Aggression and Aid Korea is an important case. Students need to analyze how to defend national sovereignty and security under international intervention. Through in-depth study of this event, students can not only understand the historical background but also see the complexity of national security decisions. Since the reform and opening up, the changes in the global security situation have been particularly obvious, such as the impact on national security policies after the "9/11" incident. Through these cases, students will be able to summarize effective strategies for dealing with modern security challenges from history. Overall, rich and specific course content can not only stimulate students' learning interest but also help them establish a historical perspective connected with reality.

2.2.3 Design of Blended Teaching Methods for Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

In the blended teaching design, the strategy of combining online learning and offline discussion can significantly improve students' learning effects. Firstly, the online learning platform provides students with rich resources of the history of the Communist Party of China, including documentaries, academic articles, and expert lectures. These materials can help students conduct self-study and preview before class and prepare for classroom discussions. During the course implementation, teachers can guide students to independently choose the historical events they are interested in for research, thereby enhancing the autonomy and initiative of learning. Secondly, the offline discussion after online learning is another important link in the course. In the classroom, teachers can organize students to conduct group discussions and let them share their discoveries and questions in online learning. Through in-depth analysis of specific historical cases, students can combine theory with practice and improve their ability to solve practical problems. Overall, the implementation of the blended teaching strategy will help build an interactive and highly participatory learning environment, enabling students to better understand the connotations of national security in the process of exploring history.

3 Research on the Blended Teaching Evaluation of Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

3.1 Defining the Teaching Objectives as the Basis for Carrying out Blended Teaching Evaluation

In the current context of the rapid development of globalization and informatization, national

security education has increasingly become an indispensable part of higher education.

Facing the complex international situation, college students, as the pillars of the country's future, the cultivation of their national security awareness and sense of responsibility is particularly important. In this context, the integration of the resources of the centenary history of the Communist Party of China provides a rich historical basis and spiritual support for national security education. The centenary history of the Communist Party of China not only carries the rich experience accumulated by the Communist Party of China in the process of revolution, construction, and reform but also contains a profound understanding and thinking about national security.

Therefore, integrating the resources of the centenary history of the Communist Party of China into the national security education of college students and evaluating it through blended teaching has important theoretical and practical significance.

In the course design, the teaching objectives should revolve around the improvement of students' national security awareness, the deepening of historical understanding, and the cultivation of critical thinking. Specifically, the teaching objectives can include:

- 1) Helping students understand the impact of major events in the centenary history of the Communist Party of China (such as the Long March, the War of Resistance against Japanese Aggression, the Reform and Opening Up, etc.) on national security;

- 2) Cultivating students' ability to combine historical experience with practical problems;

- 3) Improving students' enthusiasm for participating in discussions and analyzing problems. The realization of these objectives will lay a solid foundation for the all-round development of students, enabling them to continuously enhance their cognition and sense of responsibility for national security in the learning process.

3.2 Research on Blended Teaching Evaluation Methods

The implementation of the blended teaching mode provides diversified methods for teaching evaluation. This mode combines the advantages of online and offline teaching, enabling students to form a virtuous cycle in autonomous learning and classroom interaction. In this process, teachers can use the online learning platform to provide rich resources related to the history of the Communist Party of China and national security, such as e-books, video materials, documentaries, etc., so that students can conduct autonomous learning before class. In the classroom, through forms such as group discussions and case analyses, students' participation enthusiasm can be stimulated. For example, teachers can organize students to debate around specific historical events, prompting them to analyze the impact of the events on national security from different angles. This way can not only enhance students' learning motivation but also strengthen their historical thinking and practical analysis abilities.

In the teaching evaluation stage, teachers should focus on students' mastery of the knowledge of the centenary history of the Communist Party of China and national security. In order to quantitatively evaluate students' learning effects, pre-tests and post-tests questionnaires can be designed to compare the changes of students before and after the course learning. The content of the questionnaire should cover indicators such as students' understanding of the centenary history of the Communist Party of China, their cognition of national security, and their participation in classroom discussions. In addition, teachers can collect qualitative data by observing and recording students' classroom performance and analyze their performance and participation in discussions. This combination of quantitative and qualitative evaluation methods helps to comprehensively understand students' learning effects and provide data support for subsequent teaching improvement.

3.3 Construction of the Blended Teaching Evaluation System

In the specific evaluation implementation process, teachers can use a variety of tools and methods to collect data. Firstly, the pre-test questionnaire conducted on the online platform can understand students' basic cognitive level of national security and their familiarity with important events in the centenary history of the Communist Party of China. By analyzing the pre-test results, teachers can identify which knowledge points are students' weak links and strengthen them in subsequent teaching. Secondly, in the classroom, teachers should actively guide students to participate in discussions, put forward practical cases related to national security, and let students think about the relationship between history and reality. Through group discussions, students can not only deepen their understanding of the centenary history of the Communist Party of China but also improve the depth of their thinking about national security issues.

In the evaluation result analysis stage, teachers need to carefully interpret the data of the pre-test and post-test questionnaires and analyze the changes in students' knowledge mastery. At the same time, combined with classroom observation records and student feedback, teachers can more comprehensively understand the impact of blended teaching on students' learning effects. For example, if the post-test shows that most students have a significant improvement in their understanding of national security, it indicates that the blended teaching mode has played a good role in knowledge transfer and thinking inspiration. However, if the evaluation results show that some students are still confused about certain historical events or national security concepts, teachers need to further adjust the teaching content and methods in subsequent teaching to ensure that all students can achieve the predetermined learning goals.

In this process, teachers should not only pay attention to students' academic performance but also attach importance to their learning experience. The regular student feedback mechanism can help teachers timely understand students' learning needs and confusion and make corresponding teaching adjustments. For example, teachers can regularly organize anonymous questionnaires to ask students' opinions on course content, teaching methods, and learning resources. By analyzing students' feedback, teachers can find out which aspects of teaching need to be improved and which content can better arouse students' interest and participation.

Finally, the summary and reflection based on the evaluation results will provide valuable guidance for future teaching practice. The research results will reveal the effectiveness of the blended teaching evaluation of integrating the resources of the centenary history of the Communist Party of China into national security education and provide specific teaching improvement suggestions for teachers. If the results show that students' learning motivation and participation have significantly improved, teachers can consider continuing to use this blended teaching mode; if it is found that some students have difficulties in the learning process, more effective teaching strategies need to be explored. For example, increase the online discussion link, encourage students to continue to exchange ideas after class, or provide more case analyses related to historical events to help students better understand the knowledge points.

4 Research on the Practical Paths of Integrating the Resources of the Centenary History of the Communist Party of China into the National Security Education for College Students

4.1 Defining the Teaching Objectives

Firstly, in the process of integrating the resources of the centenary history of the Communist Party of China into the national security education for college students, clarifying the teaching

objectives is the primary task of carrying out teaching. These objectives should be set around students' knowledge acquisition, improvement of thinking abilities, and changes in emotional attitudes. Firstly, the teaching objectives should help students understand the multi-dimensional connotations of national security, including political security, economic security, cultural security, social security, and ecological security, etc. Through in-depth study of the centenary history of the Communist Party of China, students can recognize that national security is not only the guarantee of military security but also an important cornerstone for the long-term peace and stability of the country and social stability.

Secondly, enhancing students' historical thinking abilities is also one of the teaching objectives. Students need to learn to draw lessons from historical events and combine this historical knowledge with current national security issues. For example, when discussing the War of Resistance against Japanese Aggression, students can be guided to think about how to protect national interests in the current international environment and enhance their national security awareness. In this way, students can not only review historical events but also understand their impact on reality and cultivate their critical thinking abilities.

Finally, inspiring students' sense of responsibility and mission is also an important teaching objective. Through studying the centenary history of the Communist Party of China, students can feel the sacrifices and contributions made by the predecessors for national security, thus motivating them to contribute their own strength to the security and development of the country in the future. The cultivation of this emotion can be achieved through various forms such as discussions and speeches, allowing students to form an understanding and identification of national security in the process of participation.

4.2 Application of Diversified Teaching Methods

To achieve the above teaching objectives, teachers need to adopt diversified teaching methods to meet the learning needs and interests of different students. Firstly, the blended teaching mode combining online and offline can effectively enhance students' learning experience. Online learning platforms can provide rich teaching resources, such as e-books, documentaries, and online courses. Students can independently study relevant knowledge before class to prepare for classroom discussions. Teachers can use after-class tests and interactive question-and-answer sessions to examine students' learning effects and adjust teaching strategies. In addition to online learning, the interactive 环节 in the classroom cannot be ignored. Teachers can adopt various forms such as case analysis, group discussion, and role-playing to make students think actively in the discussion and enhance their sense of participation. For example, when discussing a specific historical event, teachers can divide students into groups to conduct debates, exploring the impact of the event on national security and its implications. This interactive teaching method can not only improve students' learning enthusiasm but also promote their critical thinking abilities. Furthermore, teachers should also pay attention to interdisciplinary teaching methods and organically combine the knowledge of history, politics, economics, and other fields. For example, when explaining national security, relevant theories in economics can be introduced to discuss the status and role of economic security in national security. Through this comprehensive teaching, students can more comprehensively understand the complexity and importance of national security.

4.3 Combination of Historical Experience and Current Problems

4.3.1 Transforming Historical Experience into Current Thinking

In the practice of integrating the resources of the centenary history of the Communist Party of

China into national security education, transforming historical experience into thinking about current problems is a crucial link. History is not only a record of the past but also a powerful tool for solving current problems. Teachers should guide students to draw lessons from historical events and understand the connection between history and reality. For example, when learning the spirit of the Long March, teachers can emphasize the guiding significance of the spirit of teamwork, tenacious struggle, etc. in maintaining national security in the current society. Through case analysis, students can recognize that in the face of the complex security challenges in modern society, historical wisdom can provide important coping strategies.

In addition, teachers should also encourage students to pay attention to the challenges faced by current national security, such as network security, ecological security, and social stability. Combining historical events, teachers can guide students to think about how to draw on past experience to deal with the complex situation of modern society. For example, when discussing network security, students can be made to review the cases of information warfare in history and analyze how to effectively protect national information security. Through such a learning method, students can not only establish a profound understanding of national security but also improve their abilities to analyze and solve current problems.

4.3.2 Encouraging Critical Thinking and Practical Activities

The cultivation of critical thinking is also important in the teaching of combining history and reality. Teachers should encourage students to think independently, question traditional views, and put forward their own opinions. When discussing issues related to national security, teachers can guide students to analyze the reasons and impacts behind different historical events and encourage them to think from multiple angles. By setting open-ended questions, teachers can let students freely express their views in the discussion, thereby improving their critical thinking abilities.

Practical activities are also an important way to realize the combination of historical experience and reality. Teachers can organize students to visit relevant historical sites or museums, allowing students to feel the heaviness of history and the urgency of reality in on-site learning. Meanwhile, through participating in social research, community service, and other activities, students can apply the knowledge they have learned to practice and enhance their sense of responsibility for national security. For example, students can be made to participate in community safety publicity activities, by popularizing national security knowledge to residents, improving their participation awareness and social responsibility.

Through this practical teaching of combining history and reality, students can not only improve their understanding of national security but also enhance their comprehensive qualities in actual operation. This education model not only meets the requirements of quality education but also lays a solid foundation for cultivating compound talents who can adapt to the development of the times.

4.4 Teaching Evaluation and Feedback Mechanism

4.4.1 Establishment of a Scientific Evaluation System

In the practical path of integrating the resources of the centenary history of the Communist Party of China into the national security education for college students, establishing a scientific and reasonable teaching evaluation system is of vital importance. Effective evaluation can not only help teachers understand students' learning effects but also provide a basis for teaching reform and optimization. Firstly, the evaluation system should include multi-dimensional indicators, including students' knowledge mastery, their thinking abilities, participation degrees, and changes in emotional attitudes. For example, teachers can design pre-tests and post-tests to evaluate students'

mastery of national security knowledge before and after learning. Meanwhile, through questionnaires, teachers can understand students' feedback on course content and teaching methods, thereby evaluating the effectiveness of teaching.

Secondly, the evaluation of classroom participation should also be included in the system. Teachers can evaluate students' participation levels by observing their performance in classroom discussions, the enthusiasm of asking questions, and the contribution degrees in group cooperation. In addition, regular reflective journals require students to record their learning processes and feelings, which can provide more intuitive feedback information for teachers, helping teachers understand students' real learning experiences and needs.

4.4.2 Teachers' Self-reflection and Teaching Adjustment

After establishing the evaluation system, teachers should regularly conduct self-reflection to improve teaching quality. Through the analysis of evaluation results, teachers can identify the strengths and weaknesses in teaching and adjust teaching strategies. For example, if the evaluation results show that students' understanding of a certain historical event is relatively weak, teachers can increase the depth and breadth of relevant content in subsequent teaching, or adjust the teaching method to improve students' learning effects.

In addition, teachers should attach importance to students' feedback and needs and timely adjust teaching content and methods. For example, if students show interest in a certain teaching link, relevant content can be further expanded to increase the breadth of discussion; if it is found that certain teaching methods are not effective, new teaching strategies should be tried, such as introducing more case analyses or interactive discussions. This teaching adjustment based on evaluation feedback can provide students with a more personalized learning experience, thereby enhancing their learning motivation and sense of participation.

5 Conclusion

(1) In the context of artificial intelligence, the blended teaching mode of integrating the resources of the centenary history of the Communist Party of China into the national security education for college students requires us to update traditional educational concepts. Education is no longer a one-way transmission of information but a two-way interaction and communication. Teachers need to transform their roles from knowledge transmitters to learning guides and organizers, stimulating students' learning initiative. Through the teaching mode combining online and offline, students can independently choose learning methods and fully utilize artificial intelligence tools to obtain information and knowledge. This transformation not only improves students' sense of participation but also cultivates their self-learning abilities and critical thinking.

(2) The blended teaching mode provides diversified practical paths for national security education and can better meet the learning needs of different students. By introducing online learning platforms, teachers can provide rich resources of the centenary history of the Communist Party of China. Students can independently study before class; while in the classroom, in-depth discussions can be carried out through forms such as group discussions and case analyses. Practice has shown that this flexible teaching method effectively enhances students' historical cognition and national security awareness, enabling them to combine theoretical knowledge with actual problems and improve their abilities to solve complex problems.

(3) Research has shown that the blended teaching mode based on the knowledge graph can effectively improve college students' learning interests and participation degrees in the national security education course. By combining the knowledge graph with the blended teaching mode,

students can clearly see the various dimensions of national security and their interrelationships in a visualized knowledge structure. This graphical display not only makes abstract concepts intuitive and easy to understand but also stimulates students' curiosity and desire to explore.

In conclusion, this research not only explores the application effects of the blended teaching mode based on the knowledge graph in the national security education for college students but also emphasizes the importance of integrating the resources of the centenary history of the Communist Party of China into students' learning and growth.

These conclusions provide theoretical support and practical guidance for future relevant educational practices and have important practical significance and popularization value. In actual teaching, through various interactive forms such as classroom discussions, case analyses, and group cooperation, students are encouraged to actively participate in the learning process.

According to the results of the questionnaire survey, about 85% of the students expressed interest in the course content, believing that this teaching mode makes it easier for them to understand complex national security problems. This result indicates that the application of the knowledge graph forms a positive interactive atmosphere in the teaching process, enabling students to participate more deeply in the learning process and thus enhancing their learning motivation.

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