

Measures to Solve the Problems of Online Self-evaluation of College Students' Ideological and Political Courses

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Abstract: In the teaching of Ideological and Political Courses for college students, there are often a series of problems and difficulties needed to be solved in the practice and application of online self-evaluation methods, which makes the evaluation in trouble and difficult to carry out normally. This requires Ideological and Political Courses teachers and their related personnel to pool their wisdom, fully utilizing their intelligence and talents, focusing on the existing problems and difficulties, and seeking measures and methods to solve it. Aiming at the typical problems existing in the process of self-evaluation, the article elaborates measures and methods from five aspects. Through the effective implementation and application, this article is going to solve the problems and difficulties existing in online self-evaluation, then ensuring the smooth development and realization of online self-evaluation of Ideological and Political Courses for college students.

1. Introduction

In the teaching of Ideological and Political Courses for college students, the practice and application of online self-evaluation methods often encounter a series of problems and difficulties, impeding the normal conduct of evaluations. To overcome these challenges, Ideological and Political Courses teachers and associated staff must exercise their ingenuity, tackle obstacles, and center their efforts on addressing existing issues and difficulties. They should explore effective solutions to the problems encountered in online self-evaluation. Then promotes the smooth implementation and realization of online self-evaluation, give full play to the application value of online self-evaluation, cultivate qualified talents who have the subject consciousness, subject ability and subject personality, and serve the peoples wholeheartedly.^[1]

To address the problems and difficulties encountered in online self-evaluation, we should focus on the following aspects.

2. Measures and Methods

2.1. In the online self-evaluation, in view of the problem that some college students who do not conduct evaluation according to the given standards and requirements

Online self-evaluation is a beneficial attempt to give full play to the main role of students, which is good for cultivating students' subject consciousness, subject ability and subject personality. However, this does not mean that students can conduct free and arbitrary evaluation without the standards and requirements, they must conduct it strictly.

Self-evaluation is not only related to the total score of students in the subject, but also related to their growth, development, future, and their priority and all kinds of comprehensive evaluation. At same time, it is also related to the priority of other students. Self-evaluation closely connects to personal interests, which is a problem that college students are very concerned about, especially whether it is fair. Fair or unfair is directly related to the credibility of the entire evaluation process and the growth and success of each college student. Therefore, it is necessary to attach great importance to

the discipline of online self-evaluation.

In view of the problem that some students do not perform evaluation according to the given standards and requirements, it must strictly imply the discipline of student self-evaluation, and enhance college students' awareness of integrity.

On the one hand, through extensive publicity, examiners make college students clear the seriousness of the evaluation discipline, and realize that the evaluation discipline is sacred, cannot be destroyed. So they must have a correct understand of the evaluation discipline and take it seriously. Knowing that it must be resolutely carried out in the evaluation process and cannot be perfunctory. This is also a test of the college students' own integrity.

On the other hand, corresponding warning and punishment measures must be established. Examiners must inform and educate college students so that they can understand the system correctly. During the evaluation process, under these warning and punishment measures, those who fail to perform evaluations in accordance with the given standards and requirements can be warned and punished. This prevents the occurrence of similar problems, ensures that the entire evaluation process is carried out correctly, and maintains the fairness of the evaluation process. As a result, it can better cultivate college students' awareness of integrity and fairness throughout this process.

In addition, it must ensure that college students truly understand the important value of self-evaluation for their growth and development. This way, they can truly accept the given online evaluation standards and requirements from the bottom of their hearts. Based on this understanding, students can voluntarily adhere to the standards and carry out self-evaluation practices, rather than seeing it as a deviation from their subjective wishes or a burden. Only when they fully comprehend and sincerely accept this evaluation method, can online self-evaluation be effectively implemented, thus addressing the issue of some college students not evaluating according to the given standards and requirements.

2.2. In view of the the problem that students have unclear and wrong understanding of evaluation standards and requirements

In view of the the problem that college students have unclear and wrong understanding of evaluation standards and requirements, it is necessary to solve the corresponding problems from various aspects.

On the one hand, evaluation standards and requirements should be articulated and clarified in language that is accessible to the majority of college students. The language should be straightforward and unambiguous to prevent any confusion. At the same time, it is necessary to simplify the complex explanations, ensuring that college students can comprehend and acknowledge them accurately. This prevents the evaluation obstacles caused by students' incomprehension and subjective interpretations due to the complex and ambiguous expression of the evaluation standards and requirements, which could hinder the smooth execution of self-evaluation.

On the other hand, teachers of Ideological and Political Courses must effectively communicate the corresponding evaluation standards and requirements. They should also address and dispel any doubts or uncertainties regarding these standards during college students' self-evaluation process.

At the same time, for common problems to all students participating in the evaluation, a unified explanation is necessary. This involves detailed clarification of evaluation standards, content, and related matters. Additionally, based on typical problems, electronic documents containing instructions and explanations should be created and made available in the "Common Problem Explanation" section of the online evaluation system. This allows students to consult and refer to them at any point during the evaluation process, thus ensuring that every student attains a proper understanding of the evaluation standards and requirements. Consequently, this clears the obstacles for the smooth development and conduct of the evaluation.

In addition, in view of the online self-evaluation standards and requirements used by college students, it is crucial to thoroughly investigate, demonstrate, and collectively discuss the process of their formation. Evaluating their feasibility and practical effects is also essential. Most importantly, we need to continuously refine these online self-evaluation standards and requirements to ensure that the items are clear, detailed, and comprehensive.

For potential issues that may cause confusion or misunderstanding during the evaluation process, it is necessary to provide more specific and detailed explanations. These explanations should be presented in the corresponding section of the online evaluation system, allowing college students to find timely answers for their online self-evaluation.

Elaborating the online self-assessment evaluation standards and requirements does not mean be tedious, complicated, or excessive explanations. Instead, it involves accurately summarizing the problems and expressing their meaning in concise language and format. It is conducive to shorten the time of evaluation, reduce unnecessary waste of time, effectively improve the efficiency of online self-evaluation of college students, and reduce college students' resistance and boredom. Thus, it is more conducive to the implementation and development of the evaluation process.

2.3. In view of the problem that some college students are perfunctory and not serious in their online self-evaluation

Self-evaluation is indeed a serious matter, and addressing the issue of college students being perfunctory or non-serious during their online self-evaluation requires a targeted approach. The key lies in effectively correcting some students' attitudes and understanding towards self-evaluation.

Attitude and cognition are extremely important for most college students who will engage in the key industries in the future. Their work practices not only impact national interests and security but also affect the safety and well-being of the people. Every industry demands a "prudent" professionalism, especially when it comes to matters related to people's lives and property. The cultivation of this professional ethos should be an ongoing process, accumulated through daily study and life practices, thereby fostering a strong habit of "prudence".

To some extent, in Ideological and Political Courses, the design of self-evaluation of college students aims to cultivate the college students' professional spirit of "prudence". By clearly explaining the purpose of self-evaluation and its connection to their future career prospects, students can better grasp the significance of self-evaluation. This, in turn, helps them establish a prudent mindset.

"Prudence" comes from the heart, the thought guides action, and determines action. It is only when the spirit of "prudence" takes root in the hearts of college students that they can guide their actions with this professional ethos in practice. This approach minimizes detours, reduces mistakes, and allows students to achieve their practical goals more smoothly.

The professionalism spirit of "prudence" can not be established in a short time, its cultivation and formation need a long-term process. The online self-evaluation in Ideological and Political Courses is an important process to cultivate professional spirit of "prudence". This process aims not only to correct college student' attitudes but also to instill in them the utmost importance of prudence. Through this exercise, students should gradually develop a prudent mindset and cultivate a professionalism spirit grounded in caution. This, in turn, will guide their personal practices, ensuring that they approach and solve problems with a prudent attitude at all times.

When college students have a correct understanding and grasp of "prudence", they will naturally adopt a more cautious and attentive stance during the online self-evaluation of Ideological and Political Courses. This shift in attitude will enable them to participate more earnestly in the evaluation process, thereby overcoming any existing issues associated with online self-evaluation.

At the same time, through a series of typical negative cases that violate "prudence," we can explain to college students the serious harm caused by carelessness, as well as the serious loss of people's lives and property. This carelessness and regret can help college students learn lessons from them, prevent problems before they happen, and fully understand the importance of "prudence." Then, it will help college students consciously correct their attitude and cognition towards evaluation, enabling them to participate in and complete the whole process of online self-evaluation with a "prudent" attitude.^[2]

2.4. In view of the problem that how can teachers effectively supervise and control the entire evaluation process

In the process of self-evaluation, due to the large number of college students who need to be evaluated, and the fact is that, it is impossible for Ideological and Political Course teachers to supervise the self-evaluation process of each college student solely by relying on their own strength. Therefore,

as an Ideological and Political Course teacher, how to effectively conduct comprehensive supervision and control of the entire evaluation process has become a key problem to be solved in the process of self-evaluation.

In view of this problem, in order to ensure full coverage of evaluation supervision and the fairness of evaluation results for every student, a combination of two methods can be adopted to solve the issue: combining the teacher's random selection of evaluation samples with students' supervision of each other.

On the one hand, teachers randomly select a certain amount of evaluation samples. Due to the uncertainty of sample selection, this makes every student have to be prepared to be selected, so that they must treat the whole self-evaluation process seriously, rather than being perfunctory. At the same time, the selected samples will be examined to see if the self-evaluation has been carried out in accordance with the evaluation standards and requirements. For those who do not meet the standards and requirements, they shall be ordered to rectify and be given certain punishment. For example, a notice of criticism in class, a reduction in the student's performance in this part of the evaluation until it is retaken, etc. This can be used as a warning and punishment to prevent the occurrence of similar problems, thus maintaining the fairness and seriousness of the entire evaluation process.

On the other hand, it is necessary to effectively mobilize the majority of college students, give full play to their enthusiasm and initiative, and make them widely participate in online self-evaluation. Encourage and support mutual supervision and evaluation among students. Through mutual supervision of students, it can make up for the problems caused by individual random samples.

Because students are familiar with and understand each other, they themselves are most suitable as supervisors of the entire evaluation process. Through their supervision, they can timely put forward problems and objections to individual evaluation results. However, the proposer of such questions and objections should use their real name.

For the questions and objections raised by real names, the teachers should treat them seriously and carefully, deal with and solve them in time, and confirm whether the student conducts online self-evaluation according to the evaluation standards and requirements. For those who have problems, the corresponding student shall be ordered to make corrections, and they will be given certain punishment. For those who have no problems, they will be clarified and explained to show the rationality of their online self-evaluation result, and restore justice. For framing others up, if there are misconceptions after verification, the corresponding informer should also be punished and dealt with appropriately. By these methods, maintain a good and fair order of online self-evaluation, and ensure the smooth development and implementation of online self-evaluation for college students, as well as the fairness of the evaluation process and results, to realize the real value of online self-evaluation.

In view of the questions and objections raised anonymously in the process of online self-evaluation, teachers should also deal with and treat them correctly.

On the one hand, for those who provide detailed, accurate, and complete information, the teachers should compare the whole process and results of the students' self-evaluation with the relevant information provided anonymously. Based on the online self-evaluation standards and requirements, they should strictly determine whether it conforms to the specifications and requirements.

For those who meet the standards and requirements of self-evaluation, they do not need to be concerned or dealt with further.

For those who do not meet the standards and requirements of self-evaluation, the teachers should inform the students in time, remind them, and require them to re-conduct self-evaluation in accordance with the standards and requirements of online self-evaluation. Once they meet the standards and requirements, the teachers will not question them further.

For those who have been reminded and informed once but whose self-evaluation is still not in accordance with the standards and requirements of self-evaluation, the teachers should give a warning and order them to conduct self-evaluation again. For those who do not meet the standards and requirements of self-evaluation once again, the teachers should seriously deal with these students and issue a notice of criticism, until the grade of the course is cancelled. This is also a kind of punishment for "dishonest" students. This conforms to the essence and requirements of Ideological and Political

Theory Course education and teaching, and it is a concentrated embodiment of the purpose, means, and effect of Ideological and Political Work.

On the other hand, for anonymous persons who provide incomplete information, unclear clues, ambiguous content, or are judged by the teacher to be intentionally malicious retaliation or attacking students without factual basis, these will not be dealt with and verified. This is not only conducive to maintaining the order and norms of online self-evaluation, promoting the fairness of online self-evaluation, but also conducive to effectively dealing with and clearing away the problems and obstacles in online self-evaluation, purifying the environment of online self-evaluation, improving the efficiency of online self-evaluation, and truly giving play to the role of online self-evaluation.

2.5. In view of the problem that the stability and reliability of platforms and systems used for online self-evaluation

Whether the platforms and systems related to online self-evaluation can operate effectively is not only directly related to the data collection of the online self-evaluation process, the analysis of the corresponding data, and the formation of the final evaluation results, but also related to the success or failure of the entire online self-evaluation process.

Therefore, in view of the stability and reliability of the platforms and systems related to online self-evaluation, it is necessary to strengthen the selection and testing of the online evaluation platforms and systems. At the same time, we should select stable platforms and corresponding systems that have good effects, high popularity and reputation, and are easy to operate and run smoothly. Before the evaluation, the platform and system will be tested multiple times. Through actual operation comparisons and evaluation tests, people will observe the stability and reliability of the selected platform and system, as well as its data storage and backup capabilities, smooth and convenient operation, and so on., these shall be observed.

Under special conditions, attention should also be paid to the operating conditions, bearing capacity, and limiting factors of the platform and system, for example, the version requirements of the computer system, the operation parameters of the platform, and the number of people the system can accommodate participating in the evaluation at the same time, etc. So as to ensure the smooth progress of the online evaluation. At the same time, during the operation of the platform and system, attention should be paid to the maintenance of the system and platform to ensure stable operation and data security.

In addition, during the implementation of online evaluation, in view of the various problems and faults that may occur in the evaluation process, we must formulate corresponding plans and put forward reasonable and effective treatment and solution methods to prevent the loss of online evaluation data or failure and other related problems caused by some issues such as the platform or system, to ensure the effective retention of relevant data and operational data, and provide strong support and guarantees for the development and implementation of online self-evaluation.

3. Conclusion

In Ideological and Political Courses teaching for college students, the smooth implementation of online self-evaluation methods cannot be separated from the effective implementation and protection of corresponding countermeasures and mechanisms.

With the development of educational and teaching practices, along with societal progress, various problems and challenges will arise in the process of online self-evaluation for Ideological and Political Courses. This requires the majority of Ideological and Political Courses teachers to keep pace with the times, take problems and difficulties as the center, constantly explore and innovate, and address various issues, difficulties, and challenges from a broader thinking and perspective in the process of online self-evaluation for college students. This will enable them to better adapt to the development requirements of Ideological and Political Courses for college students in the new era, abide by educational and teaching rules, fully utilize the advantages of online self-evaluation methods, and further promote the improvement of online self-evaluation methods. This will effectively facilitate the reform, innovation, and development of the education and teaching of Ideological and Political

Courses for college students, strengthen the effectiveness of Ideological and Political Courses, and cultivate qualified talents with firm ideals and beliefs, who are in line with the needs of the motherland.

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