

Students' perspective on the construction of ideological and political teaching evaluation system

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Abstract: With the deepening of ideological and political education in colleges and universities, the development of ideological and political education courses is increasingly diversified. The existing evaluation model from the perspective of teachers can not objectively reflect the students' grasp of ideological and political content. Based on the student-centered education concept, this paper studies the principles and methods of constructing the evaluation system of ideological and political education in colleges and universities, aiming to establish a comprehensive evaluation system of ideological and political education in colleges and universities, and provide new ideas, new power for the high-quality development of ideological and political education in colleges and universities.

1. Introduction

The effect of talent training is the primary criterion for the evaluation of the construction of "curriculum ideological and political affairs". A multi-dimensional evaluation system and supervision mechanism should be established and improved for the construction of "curriculum ideological and political affairs". With the development of China's education, the National Medium- and Long-term Education Reform and Development Plan (2010-2020) has established the teaching concept of "student-centered, teacher-led, and student-active". In 2004, Shanghai launched the reform of the moral education curriculum. In 2014, the state took the lead in launching a pilot program of "curriculum education" in Shanghai. The concept of "educational curriculum" to "curriculum education" has gradually formed a consensus among Shanghai universities and colleges, and has been promoted accordingly. Since 2016, the research themed "Curriculum ideology and politics" has shown an unprecedented growth trend ^[1]. It is worth noting that in the process of promoting the implementation of ideological and political courses, quality evaluation has become the most pressing issue faced by school authorities ^[2]. In general, the current research mechanism of relevant achievements is not mature, and the course of ideological and political construction needs to be further promoted.

2. Connotation

2.1 Ideological and political connotation of the curriculum

Curriculum education is a combination of ideological elements and teaching concepts. Its basic connotation is professional curriculum, supplemented by ideological content, which subtly influences the three views of college students. It is a teaching concept to guide students correctly.

Its course contents and ideological elements are integrated seamlessly, forming an organic whole, making full use of the main body of moral education thoughts, refining professional course contains the cultural gene, becoming specific and vivid teaching effective carrier, in the spirit of the ideal faith level leading into the knowledge of "moistens everything silently". In this process, students have an in-depth understanding of ideological content, mastering professional knowledge and skills and

learning professional knowledge and skills to serve society [3].

2.2 Teaching evaluation system--What is the evaluation system of ideological and political teaching

The evaluation of the teaching effect is an important part of the teaching system construction. The traditional teaching evaluation system mostly evaluates from the teachers' point of view, according to the students' knowledge of knowledge, to analyze the teaching effect. However, it is difficult for teachers to quantify students' learning outcomes. The teaching evaluation system constructed from the perspective of students can solve these problems to a certain extent and fully quantify the learning effect of students. Students perceive the knowledge with a subjective state of mind and feedback on the teaching quality in time, which is not only conducive to the objective evaluation of teaching quality but also is of great significance to improve the moral quality of students and promote the reform of curriculum teaching.

2.3 Significance--What are the values and benefits of studying curriculum ideology and politics from the perspective of students

The emergence of curriculum ideology and politics has brought new challenges to teachers. At the same time, under the collision of the traditional education model and the new teaching model, students are bound to need some time to adapt to the new teaching model. Students, as educatees, absorb knowledge in an active state^[4-5]. Ideological and political course, as a teaching method integrating ideological and political factors in the process of professional knowledge teaching, perfectly combines the improvement of technology with the improvement of thought. The implementation of curriculum education from the perspective of students, in the form of data, intuitively and quantitatively presents students' ideas on curriculum and provides effective help for students to adapt to this new teaching mode.

3. The ideological and political evaluation principle of university courses based on students' perception

3.1 The principle of objectivity

Students should hold the principle of objectivity in the evaluation of ideological and political theory. First, in the process of evaluation, students should evaluate the course with scientific thinking. If the evaluation loses its objectivity, it will affect the teachers' teaching decision and the development of subsequent courses. The second is to eliminate the way of thinking of "labeling", people in life define something as often based on fixed thinking. Because of the specialty particularity, for example, liberal arts majors are easier to integrate ideological elements than science majors, so appropriate evaluation methods should be selected for each course in the evaluation^[6-7], ensuring the objectivity of the evaluation. Third, cultivate students' exploratory way of thinking. The ideological and political theory course is new, and students will inevitably have psychological resistance. In this regard, students should explore gradually and avoid mixing too much subjective emotion.

3.2 The principle of development

Ideological and political content has the characteristics of The Times. It will also develop with The Times, so the evaluation of ideological and political courses should also keep pace with The Times. The Ideological and political course is a course to improve students' ideological and moral quality. Students should evaluate the curriculum through a developmental lens. At the same time, teachers should also integrate new ideological and political perspectives into their professional courses as appropriate to facilitate the development of the curriculum's ideological and political courses. Different students have different characteristics, and teaching evaluation needs to serve each student, so course evaluation needs to be constantly adjusted in the process of development.

3.3 The principle of integrity

The development of curriculum education includes two parts: ideological content and professional

courses, which complement each other and are regarded as a whole. Students' evaluation of the curriculum involves professional courses, including ideological content. According to the overall principle, the evaluation of specialized courses should be divided into different angles, including professional knowledge, professional skills, and professional quality. Each Angle has different standards so that students can self-evaluate the mastery degree[2]. Students' evaluation of the course should be prevented from being partial.

3.4 The process principle

Ideological and political elements of the curriculum are integrated into professional courses to form an organic whole. Therefore, students' evaluation of ideological and political elements of the curriculum should adhere to the principle of process, and focus on detailed evaluation from the preparation of a class to the effect after class, so that teachers can achieve mastery of the effect on the whole class. In class, students can also communicate with teachers through interaction, and help teachers timely adjust the classroom from the perspective of students, to achieve better classroom effects. After class, students should communicate with teachers in time to help teachers prepare for the next class.

3.5 Guiding principles

In essence, curriculum ideological and political education is a kind of education, which aims at cultivating morality and cultivating people. Curriculum ideological and political evaluation should also play the role of cultivating morality and cultivating people, that is, adhering to the principle of guidance. Students' evaluation is a kind of secondary learning. Students can reconstruct their knowledge system and expand their basic knowledge through evaluation. Students can also reflect on themselves and get inspiring information feedback through course evaluation. In addition, students, as participants in the classroom, become builders of the classroom in the evaluation and can guide the development of the ideology and politics class so that the ideology and politics class can clarify course objectives and enhance teaching effectiveness.

4. The ideological and political evaluation method of university courses based on students perception

4.1 Unification of single evaluation and comprehensive evaluation

To construct the teaching evaluation system of "curriculum ideology and politics" based on students' perceptions, it is necessary to focus on both a single index and a comprehensive effect. A single evaluation refers to the evaluation of one activity or one aspect. For example, one of the key difficulties in developing a "Curriculum Ideological and political" is how to integrate professional knowledge with ideological and political elements. Generally speaking, single evaluation can be divided into two categories: first, students evaluate the effect of conducting "Curriculum Ideology and Politics" in terms of their cognition and emotion; Second, students evaluate the behavior of teachers in terms of teaching design, teaching quality, and teaching feedback. The comprehensive evaluation takes "curriculum ideology and politics" as the whole evaluation, and uses quantitative indicators to get the advantages and disadvantages of curriculum development. Therefore, single evaluation is the basis of the comprehensive evaluation, and comprehensive evaluation is the purpose of single evaluation.

4.2 The unification of explicit evaluation and implicit evaluation

The development of ideological and political education courses should not only consider professional knowledge but also provide ideological and political education to students. Therefore, the evaluation system focuses more on the dialectical of explicit and implicit evaluation. The explicit evaluation focuses on cognitive and behavioral types, such as whether students can answer ideological and political questions actively, making the effect of the "curriculum ideological and political" more intuitive. However, this kind of evaluation can hardly reflect the role of "curriculum ideology and politics" in shaping students' thoughts. Since students' emotions and behaviors are long-

term in nature, ideological and political education cannot influence the transformation of students' minds in a long term, so intangible evaluations are very important. For example, students can develop new ideas and engage in innovative practices in the study of "Curriculum Ideology and Politics", thus developing values with their consciousness. The purpose of explicit and implicit assessment is to unify students' perceptions and behavior.

4.3 The unification of dynamic evaluation and static evaluation

The development of the "ideological and political curriculum" is a specific educational implementation process, which is a system consisting of several specific activities. Therefore, the evaluation system of ideology and politics courses based on students' cognition should include dynamic evaluation and static evaluation.

The static evaluation mainly refers to students' perception of their state. For example, "students are interested in discussing and communicating about the ideological and political content in their major courses" is the students' perception of their state.

Dynamic evaluation refers to students' ability and tendency to develop outside the classroom. Students' ability to learn the content after class is a dynamic development of the effectiveness of teaching "ideology and politics". Therefore, we should build the evaluation system from a developmental perspective through a combination of dynamic and static evaluations.

5. Innovation points

5.1 The evaluation system of ideological and political teaching in university courses based on the perspective of students

We uphold the five principles of student-perception-based evaluation of university courses in Civics, setting up evaluation criteria in terms of teaching design, teaching quality, participation status, learning outcomes, and teaching feedback. In teaching design, students compare the traditional Civics classroom with the traditional professional classroom; in teaching quality, students assess whether teachers are good at using teaching tools to integrate Civics elements into professional classes; in participation status, students reflect on their participation status; in learning outcomes, students reflect on their learning effects; and in teaching feedback, students evaluate the Civics of the course from their perspective.

5.2 The comparative analysis of ideological and political development methods in the same discipline

Humanities and social sciences are rich in ideological and political connotations and are generally accepted by students. From the table, we can see that the case teaching method is the most important teaching method for ideological and political courses in humanities and social sciences.

Taking economics as an example, it can better guide students to understand the significance of building a socialist market economy system and reform and opening up and explain the theory of market mechanism. Meanwhile, the humanities and social sciences have slightly different evaluations of the teaching effect of ideological and political courses, while the ideological and political management courses have "very good" evaluations of the teaching effect of cases. The natural sciences, on the other hand, are difficult to tap because they possess the disciplinary characteristic of relatively few ideological and political factors.

The main teaching method of ideological and political education is the project task teaching method. Science and engineering majors carry out ideological and political courses, focusing on the cultivation of scientific thinking methods and the education of scientific ethics, and cultivating students' ability to explore the unknown and pursue the truth. As far as teaching effectiveness is concerned, on average, science students have the highest average rating of teaching effectiveness.

Table 1 Subject comparison of teaching methods suitable for Ideological and political courses
(Unit: %).

Professional field	Lectured subject	Discussion type	Thematic discipline	Scene type	Case type	Flip the classroom	Project task style	The overall
Economy class	57.5	65.0	68.3	71.7	73.3	33.3	59.2	54.2
Management class	28.6	55.6	50.8	58.7	71.4	41.3	52.4	60.3
Class of law	60.0	70.0	60.0	50.0	80.0	20.0	40.0	40.0
Science class	42.9	46.4	39.3	78.6	57.1	42.9	78.6	53.6
Engineering class	14.6	39.0	56.1	68.3	43.9	87.8	75.6	48.8
other	42.1	66.7	68.4	80.7	80.7	36.8	54.4	54.4
The overall	42.9	59.0	60.5	69.6	69.6	42.3	59.6	53.8

Table 2: Comparison of the average value of teaching effect evaluation among disciplines.

Professional field	Evaluation of Teaching Effect of Curriculum Ideology and Politics education in Curriculum		Evaluation of case teaching of Curriculum Ideology and Politics education	
	average	variance	average	variance
Economy	2.15	0.68	2.27	0.64
Management	2.21	0.60	2.25	0.67
Law	2.15	0.67	2.15	0.59
Science	2.50	0.79	2.54	0.79
Engineering	2.27	0.59	2.39	0.59
Other	2.07	0.59	2.18	0.57
Total	2.19	0.66	2.28	0.64

6. Conclusions

The development patterns of ideology and politics courses in different regions are good in all regions, but from the students' point of view, almost none of the regions have received excellent feedback on their ideology and politics courses. For this reason, we suggest that universities should encourage students to give their opinions and suggestions on the development and effectiveness of ideology and politics courses. From the perspective of teaching methods of ideology and politics classes in the same discipline, all majors are searching for the most appropriate teaching mode among various teaching modes according to the characteristics of their own disciplines. Different disciplines can also try innovative teaching modes to achieve the effect of combining multiple modes of classroom teaching and improve students' interest in learning.

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