

Construction and Practice of "One Center, Two Integrations and Three Evaluations" in Ideological and Political Courses in Private Colleges and Universities

Ai Jian

Xi'an Peihua University, Xi'an, China

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Abstract: There are three major problems in the teaching of ideological and political courses in private colleges and universities: " first, the student's central position is not prominent; second, the ideology, politics are separated from profession and the ideology, politics are separated from the students' cognitive rules and acceptance characteristics; third, the students' academic evaluation ways are single." To solve these problems, based on many years of teaching practice, the project team proposed a teaching model of "one center, two integrations, and three evaluations", which effectively solved the three major problems in teaching and provided the "private plan", "private experience" for the reform and innovation of ideological and political courses in private colleges and universities.

1. Introduction

The Central Committee of the Communist Party of China and the General Office of the State Council "Several Opinions on Deepening the Reform and Innovation of School Ideological and Political Theory Courses in the New Era" pointed out that the construction of ideological and political courses in private schools is relatively weak. Therefore, the reform and innovation of ideological and political teaching in private colleges and universities is more urgent and arduous.

2. Teaching Problems in Teaching

Teaching reform and innovation can only begin with problems. In recent years, our team has conducted academic research on tens of thousands of students in private colleges and universities, and the results show that there are three major problems in the teaching of ideological and political courses in these colleges and universities:

2.1 The problem of "the student's central position is not prominent" in teaching

Taking students as the center in teaching is to highlight the student's subject status in the development process, and give play to students' initiative and enthusiasm in the learning process, making students become the subject of information processing from knowledge cramming object and become the active builder of knowledge learning. For many years, the construction of ideological and political courses in private colleges and universities has been relatively weak. Most of the teaching is based on one-way teaching by teachers, inculcation of theoretical knowledge, and completion of teaching tasks. Because the focus of the teaching form is on teachers, students are in the state of passive learning, and their main body status is not embodied, so students have low classroom participation, low curriculum recognition, and low sense of gain. Teachers' "tireless in teaching" has not yet achieved the expected results, and the student's weary of studying has not been fundamentally reversed. The problem of student's central position is not prominent has not been effectively resolved.

2.2 The problem of "separation of ideology and politics from specialty, ideology and politics from art" in teaching

The integration of ideology, politics and specialty, ideology, politics and art is an important focus for cultivating students' innovative spirit and practical ability. However, for a long time, the teaching of ideological and political courses in private colleges and universities has deviated from the students' professional study and the cognitive characteristics of private colleges and universities, and students' professional development needs have not been satisfied. The 10439 valid questionnaires of students show that 57.56 percent of students hope that the teaching of ideological and political courses can be combined with professional courses. 66.99 percent of students think that the reform and innovation of ideological and political courses should be combined with art forms. 77.05 percent of students think that the content of ideological and political courses should be close to the reality of college students' learning and life. Due to the lack of pertinence and affinity of ideological and political course in private colleges and universities, the teachers of this course have struggled and worked hard all the year round, but the teaching effect is not satisfactory.

2.3 The problem of "single way of evaluating students' academic performance" in teaching

Regarding the form of the examination, the questionnaire showed that 50.65 percent of students thought that the ideological and political course examination should take the form of full-process assessment and results assessment, and 46.44 percent of students chose the open-book examination form. For many years, private colleges and universities have only used the final exam results as the main criterion for evaluating students' academic performance, and have ignored the comprehensive evaluation of students' learning process and creative ability. This single evaluation method has restricted students' comprehensive development and creativity cultivation. If things go on like this, it is difficult to carry out the fundamental tasks of strengthening moral education and cultivating people, and to achieve the application-oriented talent cultivation required for national development.

3. Methods to Solve Teaching Problems

The method is the steps and ways to solve the problem. Aiming at the main problems in the teaching of ideological and political lessons in private colleges and universities, our team insists on upholding innovation, and on the basis of practice-cognition-repractice-recognition, we have explored the teaching model of "one center, two integrations and three evaluations", which has solved the above problems.

3.1 Implementation of the student-centered teaching concept

Class teaching is the core link of the embodiment "student-centered", and our specific steps are: ① Research and teaching through learning. It mainly solves the problems of "what students learn" and "what teachers teach" in the teaching process. That is, teachers learn about the learning situation through questionnaires before class, and carry out teaching and research activities according to the characteristics and actual needs of students, so as to "prepare students and prepare teaching materials"; ② Promoting teaching by learning. It mainly solves the problems of "how students learn" and "how teachers teach" in the teaching process. That is, in the class, teachers insist on the unity of dominance and subjectivity, take students' problems and needs as the guide, and students' active participation as the means to organize and guide students to understand the main points of the textbooks and learn the artistic expression of the main contents of the textbooks. Carry out group interaction, mutual learning and teaching, discussion and communication, works display, etc. To let students' learning independently, make them cooperative inquiry learning, and let personalized learning become the norm; ③ Evaluating teaching by learning. It mainly solves the problems of "how is the learning of students" and "how is the teaching of teachers" in the teaching process. That is, the student's learning results is used as the main indicator for evaluating learning and teaching, and implementing the student-centered teaching concept.

3.2 Adoption of the teaching method of "integration of ideology, politic and specialty; ideology, politic and art"

Based on the cognitive characteristics and development needs of private colleges and universities students, the project team uses a combination of "ideology and politic plus specialty, ideology and politic plus art". Combining the teaching content of ideological and political courses with different majors and different art styles, different professional courses use different art styles to restructure the teaching materials and teaching content, such as visual arts, audiovisual arts, literary arts, etc. This teaching method gives students a deep learning experience and include the values guidance by the re-creation activities of learning and teaching artistically. The specific path is: ① Divide the professional sector. According to the profession distribution of private universities, various majors are divided into arts, humanities, finance, medical and other related sections; ② Relatively fixed teachers. Teachers of ideological and political courses are selected by personal characteristics and expertise, so that teachers are relatively fixed in different college specialties, which is conducive to teachers' understanding of majors and students; ③ Implementation of integration methods. Teachers guide students to express the content of ideological and political lessons in different art styles through learning experience, artistic conception, and creative activities according to different professional settings and the characteristics of students in different majors. In this way to achieve the integration ideological and political courses in different profession and different art styles, which promote students' deep learning during the hand and brain creation process. For example, in the School of Architecture and Art Design and the School of Media, students "draw and talk about ideological and political courses, create micro-scripts, shoot short scenes, and micro-videos" in groups; in the School of Humanities and International Education, carry out related "classic reading" and create literature works, making literature and ideological, political lessons go in the same direction; in the School of Accounting and Finance, guide students to make "mind maps" based on the content of ideological and political lessons; in the School of Medical, organize students to draw "atlas of outstanding medical figures" and so on. Through the implementation of teaching method of the two integration, "ideology, politic and profession, ideology, politic and art", it meets the students' personalized, diversified, and visualized needs in private colleges and universities, stimulates students' interest in ideological and political lessons, and solves the problem of "separation of ideology and politics from specialty, ideology and politics from art". Different professional courses have achieved the same results.

3.3 Implement a ternary evaluation method of "combination of results evaluation with process evaluation and result evaluation" on students' academic performance

In the practice of teaching reform for many years, we have experienced the exploration of students' academic performance from single result evaluation to dual evaluation of result and process. On this basis, take the lead in taking the results evaluation as an important content, and form a ternary evaluation method of "result evaluation plus process evaluation plus result evaluation". The specific methods are as follows: ① Clear evaluation content. Result evaluation is mainly based on a series of achievements such as students' learning results, creative works, learning gains, and student awards to evaluate students. It is a concretization and result of the student-oriented teaching concept, and it is an important indicator for evaluating the effect of fostering character and civic virtue of ideological and political courses; process evaluation mainly includes students' classroom participation, lectures on the stage, extra-curricular practice, and attendance etc.; result evaluation mainly refers to students' final exam results. ② Determine the ternary ratio. It should be clear that the results evaluations accounted for 30 percent, process assessments accounted for 30 percent, and results evaluations accounted for 40 percent. ③ Assess learning result. At the end of the semester, teachers and students evaluate students' academic performance based on the ternary evaluation method. The ternary evaluation method respects students' individual knowledge differences, stimulates students' internal learning motivation, and improves students' self-evaluation ability.

The vitality of teaching reform lies in innovation. The new teaching reform model of "one center, two integrations, and three evaluations" in the ideological and political courses of private colleges and universities has realized new teaching concepts, that is "student-centered"; and new teaching methods, adopting the method of "integration of ideology, politic and specialty, ideology, politic and art"; and new evaluation method, ternary evaluation method of "combination of results evaluation with process evaluation, result evaluation". The new teaching reform model of "one center, two integrations, and three evaluations" has built a new model of ideological and political courses, explored a new way of educating people in the practice of this courses, and expanded a new form of teaching results in private colleges and universities. In a certain sense, it has changed the situation of relatively weak and unbalanced development of ideological and political courses and promoted the key role of this courses in private colleges and universities.

4. Summary

The application and practice of the new teaching model of "one center, two integrations and three evaluations" in teaching have undergone revisions of the textbooks from 2015 to 2018, from one course to four courses, from professional trials to school-wide promotion, a number of results have been achieved in learning and teaching step by step. In the practice of teaching, we edited 18 books of students' learning and creation results. 10 "Exhibitions of students' Art Works Review in Ideological and Political Course" were held, involving tens of thousands of students and 312 students are awarded, which inspired students' innovative spirit and practical ability. The series of videos such as "I Love You Anchor", "Today in History" and "Historical Scenarios" shot by students have passed the public account in Weixin "Artistic Ideological and Political Course", "The Voice of Communicators", "Incredible, My Ideological and Political Courses" for promotion. In addition, we have done the thematic speech about teaching model of "one center, two integrations and three evaluations" at the influential large-scale conferences such as "Second National Seminar on Marxist Colleges and the Construction of Ideological and Political Courses in Private Colleges and Universities", "Seminars on the Study and Implementation of Spirit of Xi Jinping's 3.18 Speech in Private Undergraduate Schools", "Difficulties and How to Solve the Difficult Problems in Ideological and Political Courses of Colleges and Universities". On the platforms of "National College Ideological and Political Course Teaching Demonstration Activity", Shaanxi College Ideological and Political Course Teacher Training, Xi'an Jiaotong-Liverpool National University Teaching Innovation Competition, National Applied Talents Comprehensive Skills Competition and other platforms, promoted the methods ideological and political course teaching reform innovation of our college and have been recognized by other universities across the country. From 2013 to the present, the team members have published 4 related teaching reform and research works, and published 14 related papers, including 7 core journals. Team members have won a total of 18 awards in various teaching events. Our teaching reform has been successively published and transferred by Shaanxi Daily, Huashang Daily, Sanqin Metropolis Daily, Sunshine Daily, Learning Power App, China Youth Online, Tencent, Sohu, Western Network, Phoenix Shaanxi, Xi'an Commercial Network, Harmonious Shaanxi, Today's Headlines, Ersanli and many other media. The project team believes that the teaching model of "one center, two integrations, and three evaluations" has a certain leading role as a model for the teaching reform of ideological and political courses in private universities in Shaanxi and nationwide, and has the promotion value for local application-oriented universities and vocational universities.

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