

# On the Construction of Teaching Evaluation System for Ideologically and Politically instructed Curriculum

Yuan Zhang

School of Foreign Studies, Shaanxi University of Technology, Hanzhong 723000, Shaanxi, China.

---

**Abstract:** Ideologically and Politically instructed Curriculum, as a newly developed teaching concept in colleges and universities, is a teaching system that combines professional course learning with ideological and political education. Among the thousands of teaching activities that have emerged or have not yet been implemented, curriculum ideology is the most comprehensive education principle that can achieve the educational goals of Lide Shuren and penetrate the education principle of patriotism and love for the party. An effective and operable evaluation system can accurately evaluate ideological and political courses and provide targeted improvement suggestions.

**Keywords:** Ideologically and Politically instructed Curriculum; Teaching Effectiveness; Evaluation System; Construction

---

With the comprehensive promotion of ideological and political education in courses in the disciplines of colleges and universities across the country, it is urgent to build a scientific and effective teaching evaluation system. Scholars have conducted research on the construction of the evaluation system. Some colleges and universities have begun to practice the evaluation system and actively explore useful ways to improve the effectiveness of teaching under the concept of ideological and political education, but the research in this field is not deep enough. This article aims to actively discuss which principles to abide by and which strategies to employ in order to establish a scientific and effective evaluation system, which is of great significance to promote the effect of ideological and political education in courses.

## 1. Connotation of ideologically and politically instructed curriculum and status quo of college courses

### 1.1 The connotation of ideologically and politically instructed curriculum

For a long time, ideological and political education and professional education were not linked, and the phenomenon of separation between teaching and educating people existed on a large scale. In order to change the isolated ideological and political courses and the ideological and political work methods of individual combat, colleges and universities are required to transform from “ideological and political courses” to “curriculum ideological and political”, and integrate ideological and political education into the learning of various courses, “teaching” and The goal of educating people is unified with each other, that is, “curriculum ideological and political” As mentioned by Gao Deyi and others, the ideological and politicalization of curriculum is to grasp the curriculum reform, implement ideological and political education into the whole process of education and teaching, let classroom teaching give full play to the main channel and position of the main position of education, so as to realize the

---

Copyright © 2021 Yuan Zhang

doi:10.18686/ahc.v5i8.3896

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

development of various courses and synergistic education effect.

## **1.2 Current status**

Because the understanding of curriculum ideology and politics is not deep enough, some teachers still cannot correctly understand the relationship between knowledge transfer and the guidance of socialist core values, and the “big ideological and political” pattern of all-staff education and whole-process education has not been truly established.

## **2. General principles for building an effective teaching system in colleges and universities**

### **2.1 The principle of balanced objective**

One of the most important principles in the curriculum is the principle of balance in objectives. The emergence of the curriculum is for the all-round development of students and to help students learn better. The disappearance of objectives will lead to confusion among college teachers in teaching. If the balance disappears, it will lead to a “one size fits all” phenomenon. Various majors cannot be compared with each other, which dampens the enthusiasm of teachers, and ideological and political curriculum is in form, empty in content. In this, teachers, students, and teaching methods should always be at the critical point of balance, so as to achieve the ultimate mutual integration. Various majors and various disciplines can find suitable methods for them, and can discover the characteristics of the disciplines.

### **2.2 The principle of development continuity**

The teaching evaluation system under university curriculum ideology seeks for reform in development and stability in reform. The times are always in a process of constant change, and new social events will be discovered every day, and from each event, we can discover new laws and enhance new connotations. When reforming the evaluation system, we should focus on the internal situation of the university. The first is the students. Students are the main members of the school and the audience of the curriculum ideology. The purpose of the curriculum ideology and politics is to train these students in all aspects. Excellent students are those with balanced development and strong professional skills. Therefore, in the process of development, we should pay attention to the senses of the student group, and make reasonable adjustments according to the problems and difficulties they encounter in their studies. The second is the teacher. Teachers are the initiators of curriculum ideology and politics, and they are the promoters of implementing curriculum ideology and politics into practice. When issuing documents, schools should take into account the teacher's initiative, listen to teachers' opinions, and base on the current teaching situation. Make practical adjustments so that teachers can better introduce ideological and political content into the teaching system. The third should be the school administrators. As the top internal staff of the school system, their understanding of the implementation of the plan is directly related to the construction of curriculum ideology. Colleges and universities should choose responsible management personnel, and must earnestly implement regular assessments to avoid anyone holding the office and enjoy all the privileges without doing a stroke of work.

### **2.3 The principle of complex diversity**

The constant changes in international politics have also affected our domestic situation. The epidemic is prevalent, and the growth of the global economy is slowing. These external conditions are actually factors that affect the ideological and political development of colleges and universities. Teaching and education practice must make appropriate adjustments in accordance with external changes, and continue to develop, innovate and create. The three groups of students, teachers, and managers should continue to develop, accept and digest the impact of the external environment.

In addition to the impact of the external environment, the internal complexity of universities is also very important. The types of students are complicated. In their teaching career, college teachers will encounter countless students with different personalities, different ages, and different abilities. If they stay the same and teach ignoring the differences, they will fail to change according to the changes in the educational objects, thus bringing about low teaching effect and lag in information communication.

## **3. Strategies for constructing a teaching evaluation system for ideologically and politically instructed curriculum**

### 3.1 Teaching content

The importance of teaching materials as a vehicle for students to learn is self-evident. Colleges and universities need to choose suitable textbooks according to their own teaching characteristics. The evaluation system for content can be started in two parts: First, arrange for teachers to specifically select textbooks. Each professional's textbook selection has its own consideration. The arranged teachers should cover the major types of majors in the university, so that they can be accurate filter. Teachers should make choices based on the actual situation of students and whether they can train students as a principle. Second, arrange for teachers to specifically assess textbooks. Teachers who choose textbooks are generally more inclined to control the professional nature. Teachers who assess textbooks should have an excellent vision of development and be able to conduct random assessments based on the actual use of textbooks. Students achievements are assessed not only from their mastering of the major, but also from whether they have cultivated the ideological connotation that conforms to the core values of socialism.

### 3.2 Evaluation method

Different teachers have different teaching habits, but they all have similar teaching procedures. The design of the teaching plan can directly reflect the teacher's teaching methods and teaching tendencies. Each teacher makes different arrangements because of their different experiences and different habits. They must not be generalized and completely unified standards. As a guide in the learning process of students, teachers must not be confined to professional knowledge in teaching. They should also take curriculum ideology and politics as the goal to pass on the correct moral values to students. When writing the lesson plan, these requirements are to comply with. Teachers should integrate these contents organically and display them to students ingeniously. When conducting teaching evaluation, various factors should be considered reasonably, and the evaluation of teachers' teaching methods should be made. The conclusions drawn from the actual data are very convincing, and teachers with slightly backward teaching methods can also make corrections in time to achieve a win-win result.

### 3.3 Evaluating the effect

The ultimate goal of the establishment of the teaching evaluation system is to make the teaching effect more outstanding and realize the common development of all aspects. With the introduction of curriculum ideology, colleges and universities should continuously and continuously investigate, test, and feed back the teaching effects of teachers. As for the teaching effect of teachers, students' evaluation is the most important part of it. Colleges and universities can send questionnaires on a regular basis to focus on the teaching effects of teachers and whether they have put curriculum ideology into the classroom. These investigations should be anonymous and as fair and impartial as possible. The second is that the inspection group can walk into the classroom, randomly enter the teacher's teaching, and most students come to listen to a lesson. Random spot checks can ensure that teachers are alert and do not slacken their efforts due to being left unattended. You can also find out whether any part of the content is missing in every link in the teaching process of each teacher.

## 4. Conclusion

To sum up, when constructing a teaching evaluation system for ideologically and politically instructed curriculum, we should not only pay attention to the developed parts, but also fill in the vacancies immediately. Traditional principles should be abided by, while bold innovations and purposeful going forward should also be insisted on. Universities should continue to explore in practice, summarize the laws in long-term experiments, lead the development of the curriculum in the right direction, and gradually complete the teaching evaluation system.

## References

1. Shen L. The construction of the "Curriculum Ideological and Political" teaching evaluation system in colleges and universities from the perspective of educational ecology. *Social Science Journal of Jiamusi University* 2020;(38): 04.
2. Xu Y. Construction of the evaluation system of ideological and political teaching in colleges and universities. *Think Tank Times* 2020; (03): 209.
3. Bai S. Construction of "Big Ideological and Political" curriculum system in higher vocational education . *Journal of Wuhan Institute of Engineering and Technology* 2012; (24): 75.