

Research on the Evaluation System of Ideological and Political Course Informatization Construction in the Internet Era

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Abstract: With the rapid development of science and technology, the teaching process of ideological and political majors gradually adopts the information teaching form, and the teaching effect has been greatly improved. At present, ideological and political teaching has attracted wide attention from the society and has become one of the important contents of domestic university teaching. This paper focuses on the evaluation system of information construction of ideological and political majors, elaborate the main forms of application of information teaching methods in the process of ideological and political teaching, and gradually improve the overall quality of ideological and political teaching in domestic colleges and universities. Therefore, from the perspective of theoretical research, the research in this paper has certain research value for examining the ideological and political teaching in domestic universities from the new perspective of informatization.

1. Introduction

In the information age, with Internet technology as the main body and computer technology as the main tool, it has become an important technical support for the reform of modern classroom teaching methods, and also provides a new channel for the innovation of modern classroom teaching concepts and methods. Based on the rapid development and extensive application of the current information technology, the teaching form of modern classroom has been effectively expanded, and the reform and innovation of teaching methods and the integration of information technology are more closely integrated, thus creating a more vivid and effective teaching situation. Modern classroom teaching has presented a new look, and the influence of information on modern classroom teaching will be far-reaching. [1] Educators and schools must be prepared for this, constantly improve the quality of classroom teaching in the information age, and constantly promote the integration of teaching reform and innovation and mutual benefit network technology, which will also be the inevitable trend of teaching reform and innovation in the future.

The information technology represented by the computer technology has brought the earth-shattering changes to the contemporary classroom teaching. Simply put, the blackboard writing used by teachers in the past has been replaced by electronic courseware, PPT, etc.; the traditional oral and blackboard teaching methods used by teachers in the past are now being replaced by multimedia methods. The changes brought about by informatization to modern teaching are different. It can be said that if we do not face the changes brought about by education

informatization, the traditional classroom teaching will be abandoned by The Times. Contemporary students, as Internet natives, have a wide range of knowledge and an open mind, and many of them have been exposed to computer technology and the Internet from an early age. Computers and networks are not just a tool for them, they have even become a habit. Using computers and the Internet for teaching is a kind of adaptation to students' teaching habits. Moreover, contemporary students have the ability to use computers and networks to expand their learning scope, improve learning timeliness and broaden access to learning resources. Therefore, the information reform of classroom teaching also meets the requirements of contemporary students.

In the information age, with information technology as the main body and computer technology as the leading factor, it has brought important technical support for the reform of modern classroom teaching methods, and also made the concept of modern classroom teaching innovate.[2]Therefore, on the basis of information technology, the teaching form of modern classroom is expanded, and the relevant teaching methods are increasingly innovative, which is easy to create vivid and effective teaching situations. Modern classroom teaching has presented a new look, and the influence of information on modern classroom teaching must be far-reaching. Educators and schools must be prepared for this to continuously improve the quality of classroom teaching under the wave of information technology. Effectiveness, let the teaching to keep up with the trend of The Times

2. Summary of the value of educational information evaluation

In the general field or school, the implementation of educational informatization usually has the following steps: planning, construction, training, evaluation, etc. Evaluation is the key to the whole process, but it is also the most easy to ignore in practice. Scientific evaluation can well reflect the actual benefits of educational informatization at the macro, middle and micro levels, and play a good role in realizing the sustainable development of educational informatization. This paper mainly analyzes the following three aspects:

At the macro level, educational informatization is an important part of the national strategic planning, which should be implemented under scientific evaluation. In the specific implementation process, China has invested more than 100 billion yuan in educational informatization to promote the development of educational informatization, but in social life, we cannot directly feel the obvious benefits of educational informatization promoted by national investment. Scientific evaluation of all aspects of educational informatization can comprehensively understand the development status of educational informatization, and conduct in-depth analysis of the problems in the development of educational informatization in various regions, which is conducive to relevant departments to improve relevant systems and make better decisions.

At the middle level, the main purpose of promoting the education information evaluation is to improve the school environment. Today, the outstanding problem of basic education in China is the imbalance, especially in rural areas, compared with urban areas, education information shows a gradual distribution trend. Scientific evaluation of school education informationization can conduct a comprehensive and multi-angle analysis of school education informationization, find out the real reasons for the imbalance of education development, help relevant departments to formulate policies, narrow the gap between urban and rural areas, and optimize the conditions and facilities of running schools.

At the micro level, in the process of implementing educational informatization, we can not only be limited to the improvement of computer network environment and hardware environment such as digital education resource allocation. Relevant departments should pay attention to educational informatization and combine information technology with the teaching process. After the integration, the role of various hardware facilities should be effectively played to achieve the

ultimate goal of improving the teaching level and improving students' experience. The ultimate goal of educational informatization is to improve students' knowledge, ability and literacy ability, so that advanced information technology can promote students' learning and growth.

3. Thinking on the evaluation content of educational informatization

According to the differences in the key points of the evaluation process, the evaluation of educational information can be divided into level evaluation, output evaluation and performance evaluation, as shown in Figure 1:

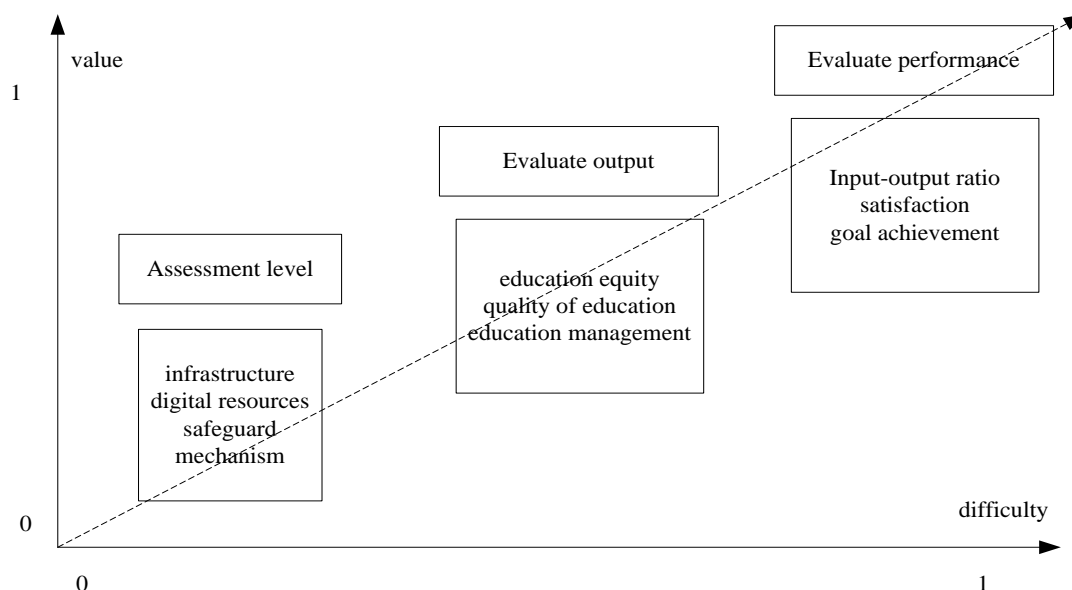


Figure 1: The migration path of the key content of education informatization evaluation

(a). Level assessment. The focus of such evaluation is to establish evaluation indicators from the perspective of investment. It mainly aims at the basic indicators of network coverage, multimedia classroom and the utilization of digital teaching resources, and analyzes and evaluates the specific situation of information infrastructure, digital education resources, management informatization and security mechanism. From the perspective of educational informatization as a part of educational public service, the evaluation of educational informatization is essentially an analysis of the investment in public service. From the point of view of evaluation value, the value of level evaluation is not high, and it is relatively simple and easy to operate.

(b). Output evaluation. Such evaluation has two main aspects. First, the direct output of educational information technology, focusing on the analysis of the use of information technology in the process of education, teaching and related management, mainly including its impact on educational equity, education quality and education management. And other aspects that require assessment. The second one is the final output. The ultimate goal of promoting educational informatization is to improve the level of education, promote students' all-round development, and cultivate students' personality and innovation ability. Therefore, the overall improvement of students' knowledge and knowledge writing ability is the key index of the final output of educational informatization. From this perspective of evaluation, focus on the analysis of the output of education information, to maximize the output. Therefore, the evaluation value of the output is relatively high, but the operation is very difficult.

(c). Grade performance mainly refers to the efficiency and effectiveness of the implementation. In the operation process of such evaluation, we should analyze not only the related investment in

educational informatization, such as computer penetration rate and digital education resources, but also the investment in the above hardware facilities. In order to analyze the actual effects, such as the improvement of information technology on its education system, as well as the improvement of educational equity and educational governance, it is necessary to consider the input and output and evaluate the whole process. Finally, according to the scientific method, the input and output of education information are calculated, so as to help the relevant departments to optimize the resource allocation and make relevant policy decisions. In conclusion, performance evaluation focuses on finding the optimal result of the input output ratio. It is the most comprehensive and advanced means of the evaluation of educational informatization. It has the highest value, but it also has the greatest difficulties.

4. Selection of evaluation methods of educational informatization

In the evaluation of educational information technology, an evaluation method must be selected first. A reasonable, effective and appropriate evaluation method is the key to obtain accurate evaluation results.

At present, people's index selection can be roughly divided into the following two categories: the first is qualitative selection methods, such as interview methods and expert consultation methods, mainly rely on subjective experience to screen relevant indicators; the second is quantitative analysis methods, mainly using related methods. Mathematical methods analyzes the similarity and correlation between some indicators, so as to screen out the corresponding evaluation indicators. The research in this paper mainly takes the yearbook indicators, planning indicators and national education statistics indicators as the basic indicators, and supplements the above indicators according to different regions and different policies. Finally, this study used cluster analysis to establish the evaluation index of educational informatization.

In terms of index weighting, the weighting method of each index in this stage mainly includes: subjective weighting method, objective weighting method and combination weighting method. Among them, the authorization method based on the subjective judgment of relevant professionals is the subjective authorization method. Through the subjective judgment of the experts, the important order of the relevant indicators is further judged. The subjective effect is relatively large and has the typical Delphi method; the objective weight rule is based on mathematical theory. It is a method to systematically judge relevant indicators after fully understanding and considering the relationship between indicators, but its defect lies in the importance of not taking into account the practical significance of each part of the index. Therefore, we use the game theory, combined with the advantages of the subjective and objective weighting methods, to give a scientific, reasonable and relatively complete weight to each index. Using this method can seek consistent results in contradictions and conflicts, minimize the deviation between the final ideal weights and subjective and objective weights, and can retain valid information on the value of subjective and objective weights, while integrating the weights.

In the process of index analysis, we generally adopt the comprehensive evaluation index method when calculating the information development indicators of each dimension in the evaluation index system. The comprehensive evaluation index method can first make a relatively comprehensive horizontal comparison of the development of national education informatization, which can not only relatively accurately reflect the level of educational informatization in each region of the country, but also produce the ranking of national status. Secondly, the survey and research data of the past few years in a certain region can also be compared vertically, so as to more comprehensively reflect the development level and changes of educational informatization in a certain region. The educational information development index that we call it generally includes

five categories: infrastructure development index, digital resource development index, application service development index, application efficiency index and mechanism guarantee index. And generated according to the calculation results of the above five types of indicators.

5. Construction of the system construction of the evaluation index system

Based on the four-dimensional education theory, the school education informatization is an important part of the modern education system. In the process of constructing the index system, we should not only follow the objective development law of education development, but also make it conform to the actual situation of modern education development. In order to realize the modernization of school education based on the basic education theory. This study takes the evaluation model of school education informatization based on 4c s education theory, the characteristics and rules of school education informatization based on 4cs education theory as the reference, and the ten-year development plan of education informatization (2011-2020) as the guiding ideology. Based at the construction concept and concept of the 4cs education theory evaluation index system of school education informatization based on the domestic and foreign education theory, combined with the personality characteristics of this study and the reality of basic education at this stage, the connotation and personality characteristics of school education informatization related to the 4cs education theory are selected. And indicators that are highly consistent to the set goals, including basic indicators and a number of dominant indicators.

In the course of this study, we always adhere to the principle of constructing the index system, including the scientific principle, the universality principle and feasibility principle.[3]In terms of indicators, eliminate the mismatch index, constantly supplement and perfect the index system defects, choose based on 4cs education theory reflect school education informatization and advantage of basic education, constantly simplify the evaluation index system, to ensure that the school education informatization based on 4cs education theory evaluation index system has theoretical value and application value[4].

The index of school education informatization index system based on 4cs education theory can fully reflect the hardware level and software level of school education informatization based on 4cs education theory. The construction of school education informatization based on 4cs education theory is closely related to the teaching environment, facility construction level, human resource reserve and other environment. Therefore, in the process of constructing the index system, the selected indicators can be consistent with these aspects. The development, practical application and sharing of information technology are of great significance. Therefore, the level, application and sharing of information technology should be the key content of the index system, so as to ensure that the index system can be scientific, objective and effective. Assessment of the development aspects. Infrastructure investment and construction is the basic guarantee of school education informatization based on 4cs education theory, mainly including multimedia classroom, computer quantity and campus network construction level; the scale of educational resources is based on 4cs education theory. The important guarantee of teaching mainly includes video, multimedia courseware and digital resources. The human resources of informatization professionals are human capital to promote the development of school education informatization based on 4cs education theory, mainly including competent teachers and management personnel; management informatization is an important symbol of being widely used in the field of education management, which is reflected in teaching management system and logistics management system; information guarantee is based on 4cs education theory. School education information: the institutional basis and driving force of sustainable development, reflected in the organizational structure and management system.

Based on the above content, the index system is finally determined to be constructed from the five dimensions of infrastructure construction level, educational resource reserve level, human resource reserve level, management information level and information guarantee level, with a total of 13 levels and 30 projects. The evaluation index system of school education informatization based on 4cs education theory is shown in Table 1.

Table 1: Evaluation index system of basic education informatization

| Level 1 Indicators | Two levels of indicators | Level 3 indicator |
|---------------------------------------|--|--|
| infrastructure | Information classroom | X1 multi-purpose classroom |
| | | X2 multimedia reading room |
| | | The X3 Speech Lab |
| | computer configuration | X4 Average number of computers per student |
| | | The xs of the number of computers per teacher |
| | campus network | X6 campus network construction |
| | | X7 Network Bandwidth |
| | | X8 network structure |
| Construction of educational resources | Slideshow screening | Number of X9 slides |
| | | X10 slide quality |
| | Multimedia courseware | X11 The number of multimedia courseware |
| | | X12 multimedia courseware theme report |
| | Digital resources | Number of X13 digital databases |
| | | X14 Digital library for use |
| Information talent | Full-time information technology teacher | X15 full-time information technology course teachers |
| | | X16 Information technology professionals |
| | information manager | X17 information equipment maintenance personnel |
| | | X18 school management IT staff |
| | Information application ability | X19 Teacher information application ability |
| | | X20 students' information application ability |
| management information | Teaching management system | X21 Teaching and educational affairs management information system |
| | | X22 student status management information systems |
| | Logistics management system | The X23 security monitoring system |
| | | X24 One-card system |
| | | X25 Home-school SMS messaging system |
| information safety | organization | X26 Information Technology Leading Group |
| | | X27 Information Technology Support Department |
| | management system | The X28 information management system |
| | | X29 Responsibilities of the information organization personnel |
| | | X30 information construction scheme |

(a). The construction of the index system should always be based on the scientific theory. In the process of constructing the evaluation index of basic education informatization, it is necessary to guide the internal significance of basic education informatization and the ultimate goal to achieve based on the actual situation of basic education informatization in China and the various policies issued by the government. The evaluation index system constructed can meet the original intention, personal characteristics, legal and objective needs of educational informatization. Only when the scientificity, effectiveness and objectivity of the evaluation index system are relatively high, can the evaluation results reflect the actual situation truly, accurately and comprehensively, and provide data reference for the subsequent decision of the Ministry of Education.

(b). In the evaluation index system, the advantage index is the most important part, but while paying attention to the advantage index, we should also pay more attention to the basic index. The evaluation index system constructed in this study includes not only the dominant indicators, but also many basic indicators. The former can show the informatization and modernization level of basic education very comprehensively and objectively, mainly including the application degree of multimedia courseware in various disciplines, the reserve of professional information talents, and the standard level of information management system. Readers can truly and accurately display the investment level of basic resources in the process of educational informatization, including three aspects of infrastructure construction, the level of teaching resources construction and information professionals, which are divided into three indicators: the number of information classrooms, the number of computers and the number of professional teachers.

(c). Most of the indicators in the index system come from the literature with high authority level in China, and have been adjusted and improved according to the actual needs, which can transform the actual situation in a real, objective and comprehensive way. According to the internal significance, personality characteristics and laws of basic education informatization, it determines the level of campus network construction, teachers' professional level, multimedia reading room and other aspects. At the same time, these indicators can also promote the effective improvement of teachers' information literacy.

(d). Scientific, reasonable and effective index determination method. In the process of constructing the index system, through the qualitative screening method, a comprehensive and systematic screening was conducted from the three aspects of the occurrence frequency of literature indicators, the difficulty of data acquisition and the richness of the internal significance of the indicators. Excluding the indicators that do not meet the target needs, the final indicators are consistent with the content, characteristics and laws of basic education informatization, so as to ensure that these indicators can reflect the development of basic education informatization and the level of infrastructure construction. The real and comprehensive response will lay a solid foundation for the improvement of teaching quality, the diversification of teaching forms, the integration of information technology and basic education, and the effective improvement of the level of modernization.

6. Conclusion

In the teaching of political courses in domestic colleges and universities, on the one hand, students are not interested in the boring teaching content and are disgusted with the course, which leads to poor learning effect. On the other hand, the wave of informatization appears in the background of limited hardware conditions. It is difficult for some university classrooms to develop on a large scale, which leads to the disconnect between teaching and students' needs and social needs. The solution of these problems needs the way of ideological and political teachers. Then, understanding the students' needs for information teaching is the basis of solving this problem. Through the research on the evaluation system of the information construction of ideological and political courses in the Internet era, it is hoped that the teaching effect of ideological and political courses can be effectively improved to make the ideological and political teaching more popular among students and achieve the expected effect.

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