Evaluation System of the Effect of Curriculum Ideological and Political Construction

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Abstract: Effect evaluation is an important means to promote curriculum ideological and political construction and improve the construction effect. Through the organic integration of basic requirements, ideological and political requirements and practical requirements (three dimensions) with the response layer, learning layer, behavior layer and effect layer (four levels), a complete evaluation system can be constructed, including evaluation indicators, feedback and application of evaluation results, the main process and auxiliary support of evaluation. By using this system to supervise, evaluate and revise curriculum construction, it could provide reference for schools, teaching units and teachers to do a good job in curriculum ideological and political construction, and could also provide basis for improving the quality and effectiveness of curriculum ideological and political teaching.

1. Introduction

The rapid development of the Internet has had a wide impact on college students, forcing universities to realize the value guidance and personality training of college students urgently through deepening the teaching reform. Ideological and political theory courses should be continuously strengthened in the course of improvement [1].However, with the rapid development of the Internet and the strong impact of multi-culture, the ideological and political education of private colleges is also facing a very severe challenge, and the lack of evaluation of curriculum ideological and political construction is one of the urgent problems to be solved. Although the reform of curriculum ideological and political is being carried out in full swing at present, the means of testing the implementation effect are relatively simple. It was pointed out that a scientific evaluation standard of curriculum ideology and politics should be formed in the "Guidelines for Ideological and Political Construction of Higher Education Curriculum" in 2020 [2].Therefore, it is imperative to construct a reasonable evaluation system for the effect of curriculum ideological and political construction [3].

2. The Three Dimensions and Four Levels of Curriculum Ideological and Political Construction

The three dimensions of curriculum ideological and political construction refer to basic requirements, ideological and political requirements and practical requirements. The four levels refer to response, learning, behavior and effect, which was derived from the four-level assessment model proposed by Kirkpatrick in 1959[4].

In Figure 1, the basic requirements are located on the X-axis, which refer to the students' gains and progress in communication skills, expression skills, teamwork and basic knowledge after learning the course. Ideological and political requirements are located on the Y axis, which refer to the growth and progress in terms of social responsibility, patriotic feelings and dedication after learning the course. Practical requirements are located on the Z axis, which refer to the students' mastery and progress in practical abilities and skills such as hands-on abilities, innovation abilities and service abilities after learning the course. The cooperation of these three dimensions enables the assessment and monitoring of basic qualities, knowledge skills and values.
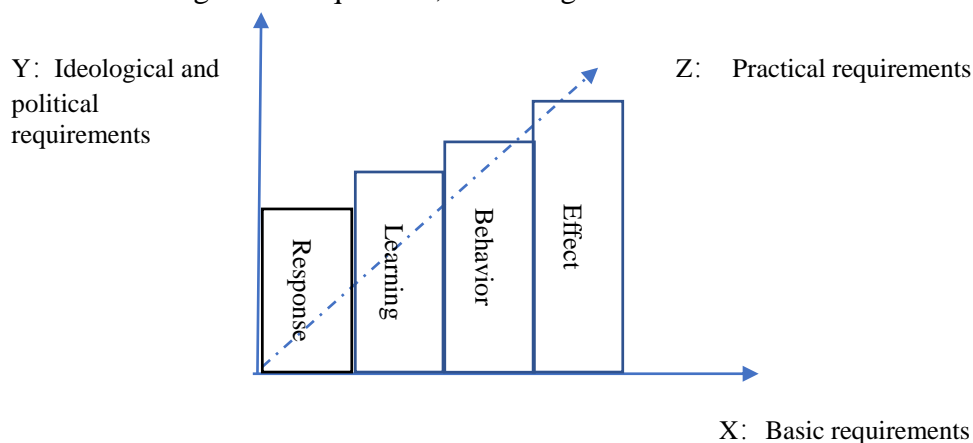

Figure 1: The three dimensions and four levels.

The four levels are gradually deepening in general, and the specific requirements in the three dimensions are different, so as the assessment methods and tools.

The response layer is designed to observe the reactions of students after learning, such as whether they like the course, whether they think the course is useful to them, and their opinions on the teacher and the teaching style. The evaluation methods used are mainly questionnaire survey and interview. This level requires teachers to preliminarily combine ideological and political elements with theoretical knowledge, so that students can have a basic understanding of ideological and political elements[5].

The learning layer is designed to examine students' learning outcomes, including what they have learned in the course and how much they have improved in terms of knowledge and skills.The evaluation methods used are written test, operation, simulation, case analysis and so on. This level requires teachers to use appropriate teaching methods to combine ideological and political elements with teaching content, so that students can have some gains in ideological and political elements, basic knowledge and practical skills[6].

The behavioral level aims to measure student's behavior after learning the course, including whether they had changed behavior or whether they can use the knowledge learned. The assessment methods used are mainly observations and tests from others, as well as students' self-evaluation. At this level, teachers are required to adopt appropriate channels to deeply integrate ideological and political elements with professional education and guide students to put them into practice to

improve their behaviors. At the same time, teachers should give students a more comprehensive evaluation of their behaviors and conduct causal research on their behavioral changes within the effective period[7].

The effect layer is designed to measure changes of school, including whether the changes in students' behavior had a positive impact on the school, or whether the school had been better off as a result of the curriculum. The evaluation methods used are mainly to investigate the accident rate of students, study style and discipline, and award achievements. The effect level requires teachers to closely combine ideological and political elements with professional construction, guide students to participate in innovative and exploratory projects and social practice activities for the purpose of "patriotism" and "serving the country"[8]. This level focuses on the social benefits caused by students' behaviors.

3. The Construction of Evaluation System for the Effect of Curriculum Ideological and Political Construction

The curriculum ideological and political education in colleges aims to give full play to the educational effect of moral education, and train qualified socialist builders and successors through the improvement of students' ideological and political literacy throughout the whole process of professional education [9].

3.1. Evaluation Indicators

The evaluation system of the effect of curriculum ideological and political construction contains multiple evaluation indexes, and puts forward flexible and dynamic evaluation standards from three dimensions and four levels (Table 1) [10].

Table 1: Evaluation Indicators.

Level	Dimensionality	Description of specific indicators
The response layer	Basic requirements	Students' acceptance and satisfaction with teaching content, methods, teachers, etc.
	Ideological and political requirements	The compatibility, integrity, acceptance and satisfaction of ideological and political elements and ideological and political cases.
	Practical requirements	Students are inspired by the course to produce innovative thinking and personal opinions, and be able to fluently express their own ideas and opinions.
The learning layer	Basic requirements	Written results of basic knowledge.
	Ideological and political requirements	Memory and learning of ideological and political elements.
	Practical requirements	Students are required to create works that thoroughly express individual or team perspectives on ideological elements preferably in a creative and well-expressed manner. Encouragement is given for groups to complete such works.
The behavioral level	Basic requirements	The improvement of students' performance in classroom performance, life behavior, and self-demand.
	Ideological and political requirements	Students' behavior can highlight more sense of responsibility, more strict observance of the law, and have more profound feelings of country.
	Practical requirements	Students are more active in participating in competitions, projects or social practice activities, which reflect ideological and political elements.
The effect layer	Basic requirements	A good change has taken place in the daily management of students.
	Ideological and political requirements	The ideological and political consciousness of students has been significantly improved.
	Practical requirements	Students' better performance in competitions, projects or social practices leads to more praise and social benefits

3.2. Feedback and Application of Evaluation Results

Whether the expected purpose of evaluation can be achieved depends on the implementation effect of the feedback of the evaluation results. On the one hand, the feedback of the results is the basis of evaluation procedure and result justice, which can effectively avoid the evaluators' subjective bias or wrong operation [11]. On the other hand, the application and feedback of the evaluation results can put forward the shortcomings and improvement suggestions in the course construction [12].

It is also necessary to feed back the evaluation results to the teachers and related personnel, and apply the evaluation results to practical work after the evaluation of the effect of curriculum ideological and political construction is completed. The feedback process of evaluation results includes four parts, which are feedback preparation, feedback interview, complaint and result application.

First of all, we should fully prepare the overall results, strengths, weaknesses, future goals, resources and process recommendations that can be made available during the implementation of goals, incentives for the implementation of goals, internal support and external barriers by abiding the principle of only focusing on things and positive guidance, and choosing the appropriate feedback method in the feedback preparation process[13-14].Secondly, a prepared feedback interview should be conducted with the teacher on the basis of the necessary interview skills training of the interviewer. Thirdly, the appeal system should be formulated and the appeal process and handling methods should be improved to deal with the special cases where there are objections to the evaluation results. Finally, the evaluation results will be applied to practical work, including but not limited to the improvement plan of curriculum ideological and political construction, targeted training for teachers, salary and bonus distribution, position adjustment, teachers' career planning, among which the improvement management of curriculum ideological and political construction is the most important.

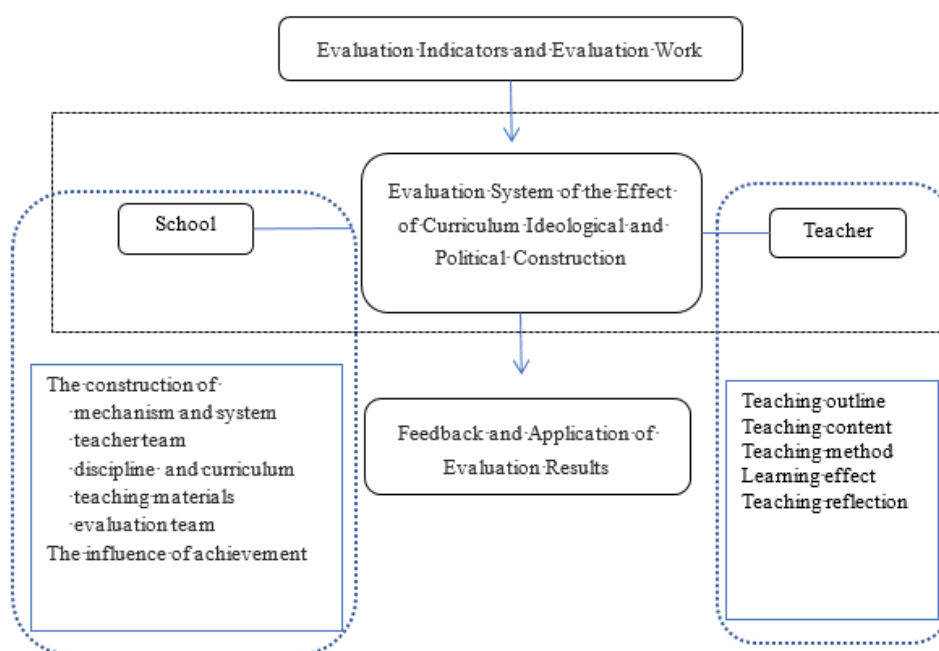## 3.3. The Auxiliary Support of the Evaluation System

Figure 2: Evaluate system process and support.

In the whole process of the evaluation system of curriculum ideological and political construction effect, schools and teachers should give full play to the supporting role to ensure the integrity and effectiveness of the evaluation system, as shown in Figure 2.

The auxiliary supporting function of the school is mainly reflected in the evaluation mechanism and system of the curriculum ideological and political construction; The construction of teacher team, which mainly referred to the curriculum ideological and political training for teachers, as well as the selection and training of curriculum ideological and political team members; The construction of discipline and curriculum, which is necessary to accurately grasp the discipline direction, clarify the importance of curriculum and its role in discipline construction to ensure that the ideological and political elements of the curriculum are connected smoothly; The construction of teaching materials, which should be timely updated or selected to conform to the progress of ideological and political construction of the course [15]; The construction of evaluation team, which should be selected and trained to ensure the efficient completion of the evaluation work; and the evaluation of the influence of achievement, which should be broaden the scope of recognition and payed attention to the social benefits.

The supporting role of teachers is mainly reflected in the following aspects: First of all, the teaching outline should be updated and improved in a timely manner to ensure that the teaching objectives can be closely combined with the ideological and political objectives of the curriculum, and can support the realization of the objectives of the discipline training program [16]; Secondly, in terms of teaching content, the ideological and political elements of the course should be naturally and smoothly combined with the teaching content to achieve the effect of moistening things silently; Thirdly, the teaching method should be flexible and innovative, which should not only match the teaching content, but also increase the information means according to the characteristics of students to make full use of the Internet platform; And then, students' learning effect is one of the direct evaluation means of teachers' teaching quality, so we should pay attention to students' learning performance and teaching evaluation; Finally, teaching reflection, as the summary and reflection of teachers on their own teaching process, has an important supporting role and feasible significance for teachers to improve the teaching content and curriculum ideological and political teaching level.

4. Conclusion

The integration of ideological and political education content with professional knowledge can not only enrich the content of the course, but also give the course new vitality. The fundamental function of the evaluation of the effect of curriculum ideological and political construction is to form a closed loop of curriculum ideological and political construction, thus to improve the quality of construction and achieve the final goals. Therefore, when carrying out curriculum ideological and political evaluation, it is necessary to build a complete evaluation system, which includes evaluation indicators containing "three dimensions + four levels", feedback and reasonable application of evaluation results, the main line of evaluation process and its auxiliary support.

Acknowledgements

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