



Construction of a Whole-Process Evaluation Framework for Civic Education Practice Courses in Vocational Undergraduate Colleges Based on Practical Epistemology

Jing Feng

Shenzhen Polytechnic University, Shenzhen, Guangdong, China

Abstract: Vocational undergraduate education is tasked with cultivating high-level technical talents, and civic education practice courses are a core carrier to foster virtue through education and realize the goal of integrating morality and proficiency. At present, such courses in vocational undergraduate colleges mostly copy evaluation models from ordinary universities, with defects including overemphasis on results rather than process and lack of vocational features. Based on practical epistemology and targeted at vocational undergraduate training objectives, this paper extracts exclusive course characteristics and builds a targeted whole-process evaluation framework to provide references for course evaluation reform.

Keywords: vocational undergraduate education; civic education practice courses; whole-process evaluation

1. Introduction

As a vital branch of higher education, vocational undergraduate education focuses on cultivating high-level technical talents with integrated morality and proficiency, and serves as a core part of the modern vocational education system. Civic education practice courses, as a key link between ideological and political education and vocational talent training, must conform to the orientation of categorized vocational education. Current evaluation of these courses has prominent defects: most systems copy ordinary undergraduate standards without targeted design; they value outcomes over process and general literacy over vocational traits, failing to match industry-education integration and post demands, and thus cannot measure training effectiveness or optimize courses. Therefore, based on practical epistemology and combined with national vocational education policies and training goals, this paper constructs a whole-process evaluation framework adaptive to vocational undergraduate features to improve talent training quality.

2. Talent Training Objectives and Curriculum Characteristics of Vocational Undergraduate Education

Interim Measures for the Administration of Major Setting in Undergraduate-Level Vocational Education specifies that vocational undergraduate education shall stick to the orientation of cultivating high-level technical talents (Ministry of Education, 2021). Different from ordinary undergraduate and higher vocational education, it aims to cultivate interdisciplinary talents with solid professional theories, proficient skills, sound professional ethics and craftsmanship, highlighting the in-depth integration of civic and vocational literacy (Yang Xinbin, 2022; Cui Shuqi & Yao Congli, 2023).

Classic international studies on civic education note that such practice courses aim to cultivate students' civic knowledge, critical thinking, positive civic attitudes and social participation ability, and promote their shift from cognitive understanding to conscious behavior (Torney-Purta et al., 1999; Vinnakota, 2024). Civic education practice courses for vocational undergraduates must feature distinct differentiation and professionalism. The evaluation covers both general civic literacy and vocational qualities including professional responsibility, industry ethics and craftsmanship. Accordingly, the evaluation system must break the inherent model of ordinary universities and adopt a vocational-oriented whole-process evaluation path.

3. Construction of the Whole-Process Evaluation Framework

Practical epistemology emphasizes the dialectical cycle logic of "practice–cognition–repractice–recognition", which provides core theoretical support for the whole-process closed-loop evaluation, requiring that the evaluation runs through the entire curriculum cycle, takes into account both process performance and outcome improvement (Zhu & Dai, 2017). Combined with the talent training objectives of vocational undergraduate education, this paper follows the core logic of "three

dimensions and four stages (3D & 4S)", reconstructs the evaluation dimensions and stage content adapting to vocational scenarios, and builds a systematic whole-process evaluation framework.

The framework takes the dynamic coupling of "3D & 4S" as the core, and the three evaluation dimensions fully fit the training requirements of vocational undergraduate education: firstly, the cognitive understanding dimension, which not only assesses students' mastery of basic civic theoretical knowledge, but also focuses on inspecting students' in-depth cognition of professional norms, industry ethics and post responsibilities; secondly, the practical ability dimension, focusing on vocational practical abilities such as post practice participation, teamwork, problem-solving, and sorting out industry-education practice achievements; thirdly, the value cultivation dimension, focusing on tracking the formation and improvement of students' sense of social responsibility, professional ethics, craftsmanship spirit and professional identity. The four practice stages run through the entire curriculum process: the preparation stage, evaluating the fit between practice topics and post demands, and the vocational pertinence of practice scheme design; the implementation stage, recording students' post practice performance, practice process standardization and participation; the summary stage, assessing the effectiveness of sorting out practice results, reflecting on vocational scenarios and reconstructing cognition; the feedback stage, forming comprehensive results through multi-subject evaluation of teachers, enterprise mentors and student mutual evaluation, and guiding the optimization of subsequent practice. Finally, a complete closed-loop evaluation mechanism of "practice–evaluation–reflection–improvement" is formed.

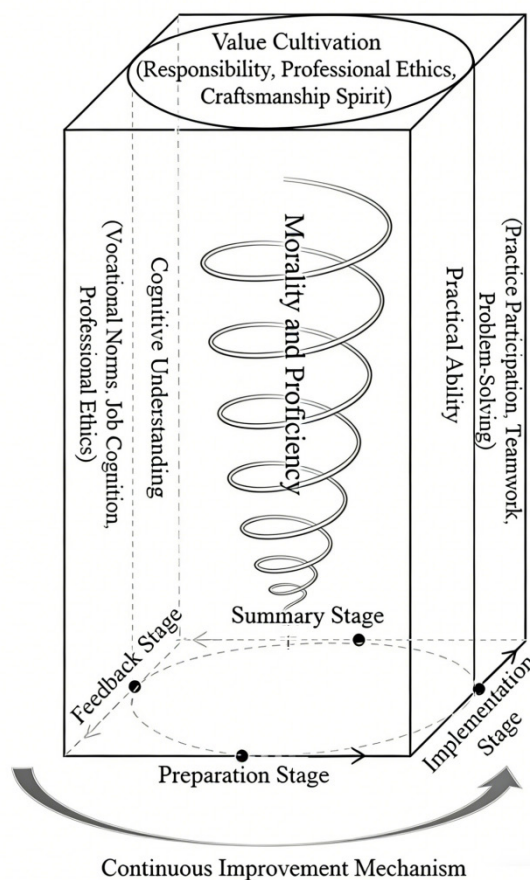


Figure 1. 3D & 4S Evaluation Model Diagram for Practical Courses of Civic Education in Vocational Undergraduate Education

4. Suggestions for Framework Implementation

The implementation of the framework requires supporting guarantees in line with vocational undergraduate schooling features. First, strengthen the collaboration of multi-evaluation subjects, inviting enterprise mentors and industry experts to participate in evaluation to highlight the professionalism of vocational scenario evaluation; second, refine evaluation

indicators and quantify soft indicators such as vocational literacy and craftsmanship to improve operability; third, attach importance to the application of evaluation results, feeding results back to course design and practice arrangement to realize teaching and education promotion through evaluation. Meanwhile, colleges should adjust evaluation priorities flexibly based on their professional features to adapt to post demands of different majors and avoid homogeneous evaluation models.

5. Conclusion

Civic education practice courses for vocational undergraduates are critical to implementing categorized vocational education features and achieving the goal of integrating morality and proficiency. Constructing a vocational-oriented whole-process evaluation framework is essential to solve current evaluation problems. Based on practical epistemology, this paper builds a 3D & 4S whole-process evaluation framework, making up for the lack of vocational pertinence in existing systems. Follow-up research can refine indicators and optimize operability combined with practical experience to further improve talent training quality.

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