

Research on the construction of ideological and political education teaching evaluation system in university courses--taking public finance as an example

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Abstract: Actively improving the teaching quality of ideological and political education courses and promoting all kinds of courses to go hand in hand with ideological and political education courses are important prerequisites for universities to implement the fundamental task of building morality and cultivating talents, and also the core essence of ideological and political work in universities in the new era. In order to improve the level of ideological and political education courses in universities, it is particularly crucial to establish a scientific and rigorous teaching evaluation system. Therefore, this paper takes the professional course of "Public Finance" as an example to construct the teaching quality evaluation index system based on the *Guidance Program for the Construction of Ideological and Political Education in Colleges and Universities*, in order to provide reference for the theory and practice of ideological and political education in other liberal arts professional courses.

Key words: colleges; ideological and political education; teaching evaluation system

1 Research background

In June 2017, the Ministry of Education held a conference on promoting ideological and political education in Shanghai, which affirmed the practical exploration of ideological and political education in Shanghai universities. In January 2018, the CCTV program Topics in Focus conducted a special guide to the development of ideological and political education in some universities of Shanghai. Since then, colleges and universities across the country have carried out the practical work of ideological and political education in curriculum. In May 2020, the Ministry of Education issued the *Guidance Outline for the Construction of Ideological and Political Education in Colleges and Universities* (hereinafter referred to as the *Outline*). On the basis of systematically defining the strategic measures, objectives and content of ideological and political education in curriculum, the development requirements of "establishing and improving the quality evaluation system of ideological and political education in curriculum" were further clarified. It can be seen that the focus of national attention on ideological and political education in curriculum has gradually changed from "quantitative accumulation" to "quality improvement".

However, the development of "curriculum ideological and political construction quality evaluation system" in China is still in the starting phase, and has not yet formed a perfect research system and evaluation model, lacking relevant

application and practice.

2 Literature review

"Ideological and political education in curriculum" is a concept with strong Chinese characteristics, and there are few related studies abroad. Therefore, the research group mainly focuses on domestic related studies in the literature review.

2.1 Foreign research status

Although there is no such a term as "curriculum ideological and political education" abroad, some scholars have proposed similar opinions such as "value education", "subject moral education" and so on [1][2]. The above educational ideas related to moral education have played a similar role in educational content and form as ideological and political education.

Herbart, a German educator who is known as the father of modern pedagogy, discussed from a scientific perspective that the important way of moral education lies in school teaching in his book *General Pedagogy* published in 1906. Durkheim proposed that the value of knowledge lies in its educational value to people, and moral education is acquired in the process of learning all kinds of knowledge, especially natural science knowledge in 1904. Similarly, Dewey, an American pragmatist educator, believed that there is no need to set up a special course for school moral education, and every subject has the function and value of moral education. Kirschenbaum, a Canadian educator, advocated the establishment of a comprehensive moral education course [3]. He divided the moral education courses into three categories: accidental courses, that is, the value problems that occasionally arise when teachers and school administrators teach other subjects or manage schools; integrated courses, that is, all the existing courses in schools; independent courses, that is, separate moral education courses. He advocated combining these three courses to carry out comprehensive moral education.

2.2 Domestic research status

Constructing a scientific and reasonable evaluation index system plays an important role in the evaluation and improvement of the teaching quality of ideological and political education. Most scholars believe that the design of ideological and political evaluation index system of professional courses should be based on the *Outline* and combined with the characteristics of the courses themselves.

Ma Ruijuan started from the four aspects of schools, colleges, teachers and students, combined them with the specific practice of ideological and political teaching evaluation of college English courses, and constructed a multi-dimensional and multi-level evaluation system for the ideological and political teaching of the curriculum, which is mainly based on formative evaluation and supplemented by quantitative means [4]. Hu Hongyu, based on the deep mining of excellent traditional Chinese culture, upheld the concept of classification, stratification and formative evaluation, and built an ideological and political teaching evaluation system for public courses in education [5]. Cai Zhenzhen et al. believed that the ideological and political evaluation system of college physical education courses should have the functions of evaluation, incentive and supervision, and form a "multi-dimensional evidence-based, multi-party participation" evaluation system for physical education courses [6]. Gong Hongxia et al. proposed that the construction of ideological and political evaluation mechanism for curriculum should be combined with the characteristics of different majors, and the evaluation index should be designed from the aspects of student evaluation, peer expert review and self-evaluation [7].

Although there is no such a term abroad, some scholars have put forward the concept of "moral education" similar to the "curriculum of ideological and political education", and some famous educators have made in-depth research on this issue, forming a mature theory of moral education. The relevant research can provide experience for the relevant research of ideological and political education in China. There are a lot of researches on ideological and political education in China, and some progress has been made. However, there are still two deficiencies: first, the research on the teaching evaluation

system of ideological and political education is mainly focused on public courses, and the relevant research for professional courses is relatively scarce; second, the existing research is mainly based on principle interpretation and theoretical analysis, and the practical research is relatively scarce.

3 The development of an ideological and political teaching evaluation system for the "Public Finance" specialty course in colleges

3.1 Design concepts

The deep understanding of the basic concepts is the basis for successful scientific research. The evaluation system of ideological and political teaching is not a simple superposition of the traditional teaching evaluation system and the ideological and political elements of the curriculum, but should be a deep integration of the curriculum content, the teaching objectives of ideological and political teaching and the teaching evaluation system.

The basic concepts are the basis for constructing a reasonable evaluation system of ideological and political teaching. Therefore, before designing the teaching evaluation system, the basic concepts and connotations of the evaluation system of ideological and political teaching should be clarified and explained on the basis of reading a large number of relevant literature. In addition, in the process of designing the evaluation system, the theory of all-round development of human beings, the theory of constructivism and the theory of recessive curriculum and other relevant learning theories should also be used for reference in order to provide favorable theoretical support for the design of the evaluation system.

3.2 Selection of indicators

However, the existing teaching evaluation indexes of ideological and political education have some shortcomings, such as poor operability and low combination degree with the teaching objectives of professional courses. Based on this, the ideological and political design of the professional course of "Public Finance" should be based on the in-depth analysis of the relevant national guiding documents, and the design should be highly operable, and the teaching evaluation index for the teaching objectives of the professional course of "Public Finance" should be deeply integrated.

3.3 The framework for evaluating teaching effectiveness

This study intends to build an ideological and political teaching evaluation system based on multiple evaluation subjects, combined with the teaching characteristics of "Public Finance" and in line with the requirements of the construction of new liberal arts, and continuously improve the evaluation index system in the teaching practice, so as to provide reference for the design of ideological and political teaching evaluation system of other professional courses. The index system constructed in this study is presented in Table 1, based on previous research and a comprehensive review of relevant literature.

Table 1. The ideological and political teaching evaluation system of the specialized course of "Public Finance"

First-level indicators	Second-level indicators	Third-level indicators
Evaluation of teachers' ideological and political teaching ability in curriculum	Teaching objectives	Set up the ideological and political teaching objectives of different levels in specialized courses teaching.
		The ideological and political objectives of the curriculum are strongly integrated with the objectives of professional talent training.
	Teaching content	Be able to dig deep into ideological and political elements in major knowledge points of professional courses and make "Curriculum Ideological and Political Case Collection".

		Integrate ideological and political elements with professional knowledge.	
		Reinforce the integration of practical teaching with the ideological and political curriculum.	
	Teaching methods	Reinforce the implementation of information-based instructional approaches.	
		Reinforce the focus on innovative approaches to ideological and political pedagogy.	
	Textbook selection	Choose national planning textbooks.	
		The main content and views of the textbook meet the ideological requirements.	
	Assessment and evaluation	Integrating ideological and political elements into curriculum assessment and evaluation.	
		Focus on process assessment.	
Teaching innovation	Innovate the teaching organization form of professional courses, optimize students' learning experience.		
Evaluation of students' ideological and political growth in curriculum	Self-assessment of learning effect	Ideological and political teaching of specialized courses deepens my understanding of specialized courses.	
		Ideological and political education in specialized courses enhances my interest in specialized courses.	
	Other evaluations of behavioral performance	Evaluation of teachers	The student can consciously practice the core socialist values in class and in life.
			The student has formed a correct understanding of taxation and the significance of national finance.
		Evaluation from classmates	The student has a good team spirit.
			The student is very active and helpful.
		Evaluation of enterprises	The student has the ability to solve practical problems with the knowledge he has learned.
			The student can consciously practice professional spirit and ethics in the work.

Choosing reasonable teaching evaluation index is the key to construct teaching evaluation system, but the existing curriculum ideological and political teaching evaluation index has the deficiencies of poor operability and low combination degree with professional course teaching objectives. At the same time, this paper believes that the evaluation index should have strong operability, high degree of diversification, and close integration with the teaching objectives of professional courses.

Based on the in-depth analysis of the relevant national guiding documents and field research, this paper designs a curriculum ideological and political teaching evaluation system for finance major, which includes two first-level indicators, namely "evaluation of teachers' ideological and political teaching ability in curriculum" and "evaluation of students'

ideological and political growth in curriculum", seven second-level indicators, namely "teaching objectives", "teaching content", "teaching methods", "textbook selection", "assessment and evaluation", "self-evaluation of learning effect", and "other-evaluation of behavior performance", and 20 third-level indicators. The index system can fully embody the core thoughts of the relevant national guiding documents, and has the characteristics of diversified evaluation subjects, strong operability of evaluation means, and close combination of evaluation indexes and professional training objectives. It has achieved good results in teaching practice.

4 Conclusion

On the basis of literature review and field research, this study takes the major of "Public Finance" as an example to analyze the design ideas, index selection and the design of ideological and political teaching evaluation system, in order to provide some beneficial reference for the theoretical and practical exploration of ideological and political curriculum for other disciplines.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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