

Constructing a whole-process evaluation framework for college practical civic education courses based on practical epistemology

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Abstract: Practical civic education courses play a key role in holistic education within higher education, but their evaluation systems still show obvious weaknesses. Grounded in practical epistemology, this study reviews relevant literature on whole-process assessment and civic education, and puts forward a "three-dimensional, four-stage" evaluation model. The three dimensions involve cognition, competence and values, while the four stages refer to preparation, implementation, summary and feedback in practical activities. This framework overcomes defects in traditional outcome-oriented assessment, offers a workable tool for practical course evaluation, and provides implications for future empirical research and curriculum design.

Keywords: practical epistemology; practical civic education; whole-process evaluation; evaluation framework

1 Introduction

Practical civic education is a core part of holistic cultivation in higher education and helps improve students' sense of social responsibility. Carried out mainly through social practice and community participation, it is highly consistent with the goal of fostering virtue and talent in China's higher education. However, the evaluation of practical civic education in colleges still faces prominent problems, such as overemphasis on final results rather than process development, and excessive focus on formal assessment rather than value formation. As a result, it is difficult to fully record students' cognitive and ideological progress in the whole practical cycle. Based on practical epistemology that stresses the unity of knowledge and action, this study uses literature analysis and logical deduction to build a whole-process evaluation framework for college practical civic education courses. The framework aims to make up for the limits of traditional assessment, provide a theoretically supported and practically applicable tool for course evaluation, and promote connection with international academic discourse on practical education.

2 Theoretical basis and literature review

Practical epistemology centers on the dialectical cycle of "practice-cognition-re-practice", which is highly compatible with the educational idea of integrating knowledge and action. It provides important theoretical support for whole-process evaluation of practical courses and serves as a logical link between theoretical learning and practical application.

In foreign research, practical civic education is mainly conducted in the form of service-learning. Its evaluation has developed into a relatively mature system featuring process orientation, value-added assessment and multi-subject participation [1][2]. Foreign studies generally highlight that assessment should cover the full cycle of preparation,

implementation, summary and feedback, and attach importance to the comprehensive development of students in cognition, competence and values, which offers methodological inspiration for this study.

In China, ideological and political practice courses serve as the localized form of practical civic education. Research on their evaluation has grown rapidly in recent years. Nevertheless, most existing studies focus on innovations in teaching content and forms, and a mature whole-process evaluation model has not yet been established. In addition, insufficient attention has been paid to the dynamic changes in students' values, and the development of standardized assessment tools remains relatively slow [3][4].

Overall, domestic and international studies both confirm the value of whole-process evaluation in practical education. Mature international experience offers valuable insights, while the existing challenges in the evaluation of China's ideological and political practice courses define the research orientation of this study.

3 Construction of the whole-process evaluation model

3.1 Principles of framework construction

The whole-process evaluation framework in this study follows four main principles:

- Systematicity, to cover the entire practical process and link different dimensions and stages;
- Operability, to establish clear indicators and feasible data collection methods suitable for college teaching;
- Process orientation, to abandon result-only thinking and focus on students' dynamic development;
- Value orientation, to balance knowledge and ability assessment while highlighting value formation and civic literacy.

3.2 Design of the "three-dimensional, four-stage" evaluation model

Following the logic of practical epistemology, this study establishes a "three-dimensional, four-stage" model to realize comprehensive and full-cycle assessment of practical civic education courses (Figure 1).

The three dimensions are:

- Cognitive dimension: to measure students' grasp of theoretical knowledge and their understanding of practical topics;
- Competence dimension: to assess students' ability in investigation, problem-solving, communication, cooperation and result summarization;
- Value dimension: to trace the formation and improvement of students' social responsibility, civic awareness and correct values.

The four stages are:

- Preparation stage: to evaluate topic design, goal setting and preliminary resource preparation, focusing on initial cognitive application;
- Implementation stage: to record students' participation, on-site performance and completeness of process documentation;
- Summary stage: to assess students' result sorting, reflective depth and cognitive improvement;
- Feedback stage: to form comprehensive results through self-evaluation, teacher evaluation and partner evaluation, and put forward improvement suggestions to promote continuous development.

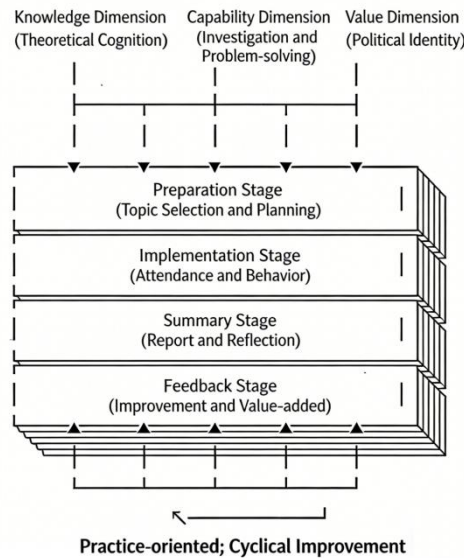


Figure 1. Three-dimensional and four-stage evaluation model based on practice theory

3.3 Operational logic of the framework

The three dimensions and four stages correspond to each other and operate dynamically. At each stage, students are assessed from cognitive, competence and value aspects. Evaluation results are used to improve the next stage of practice, forming a closed loop of "practice–evaluation–reflection–improvement". This structure fully reflects the dialectical logic of "practice–cognition–re-practice" in practical epistemology.

4 Conclusion

This study constructs a "three-dimensional, four-stage" whole-process evaluation framework for college practical civic education courses based on practical epistemology. It solves deficiencies in traditional outcome-oriented assessment, provides an operational scheme for evaluating practical civic education courses, and offers a useful reference for teachers to carry out process-based assessment. As a conceptual study, this research does not include empirical verification. In future studies, the effectiveness of the framework can be tested through college case investigations, and digital tools can be explored to support data collection in whole-process evaluation.

Acknowledgments

This work was supported by the School-level Teaching Reform Research Project of Shenzhen Polytechnic University, titled "Research on the Whole-process Evaluation System of Ideological and Political Practice Courses from the Perspective of Marxist Practice".

Conflicts of interest

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

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