



Thoughts on the Research of the Multi-evaluation System of the Quality of "Ideological and Political Theories Teaching in All Courses" in Colleges and Universities

Lu Xia

School of Marxism, Shanghai University of Engineering Science, Shanghai, China

Abstract: The teaching quality evaluation system of "Ideological and Political Theories Teaching in All Courses" is far from perfect, as the appraisal content is unitary, and the appraisal method become too rigid. The evaluation system of teaching quality is quite an important mechanism and "baton" to promote the teaching quality of "Ideological and Political Theories Teaching in All Courses". It has important and realistic research significance to construct a diversified teaching quality evaluation system of "Ideological and Political Theories Teaching in All Courses". This article focuses on the teaching quality of appraisal content, evaluation subject, appraisal method, and believes that the overall framework of the multi-evaluation system of "Ideological and Political Theories Teaching in All Courses" teaching quality includes multi-evaluation index content, evaluation subject and multi-evaluation methods.

Key words: "Ideological and Political Theories Teaching in All Courses"; teaching quality; multi-evaluation

1. The Review of the Research Status of the Evaluation System of "Ideological and Political Theories Teaching in All Courses" Teaching Quality in Colleges and Universities

Since the *Ideological and Political Work Quality Improvement Project Implementation Outline* (December,2017) formally proposed the concept of "Ideological and Political Theories Teaching in All Courses", research on the related topics has become an important topic of great concern to the academic circles, mainly focusing on the scientific connotation of "Ideological and Political Theories Teaching in All Courses", the relationship between "Ideological and Political Theories Teaching in All Courses" and "Ideology and Politics Courses", related issues such as the practical experience and the path of advancement of "Ideological and Political Theories Teaching in All Courses". However, systematic and in-depth research on the teaching quality evaluation of "Ideological and Political Theories Teaching in All Courses" is scarcity, the evaluation of teaching quality is indeed a key "baton" to promote the advancement of "Ideological and Political Theories Teaching in All Courses", and which is also a necessary requirement to deepen the evaluation of education in the New Age. And how to appropriately evaluate the "ideological and political" effects is the difficulty in implementing "Ideological and Political Theories Teaching in All Courses".

Through combing the status quo of research, we found that the scientific connotation of "Ideological and Political

Theories Teaching in All Courses". The relationship between "Ideological and Political Theories Teaching in All Courses" and "Ideology and Politics Courses", related issues such as the practical experience and the path of advancement of "Ideological and Political Theories Teaching in All Courses" are rich and depth research, while the appraisal of its teaching quality is mainly scattered in the study of the above problems. Although the importance of teaching quality appraisal of "Ideological and Political Theories Teaching in All Courses" has been universally recognized and valued, there is still a shortage of systematic, concentrated and depth research. At present, the main drawback of its teaching quality evaluation lies in the imperfect evaluation system, which is manifested in the single evaluation content, too rigid evaluation methods, etc.

As a result, the actual effect of "Ideological and Political Theories Teaching in All Courses" in educating is not significant. Therefore, we urgently need to improve the teaching quality evaluation system, build a systematic and diversified teaching quality evaluation standard, and earnestly promote the implementation of the fundamental task of moral education.

2. The Research Significance of Teaching Quality Evaluation System of "Ideological and Political Theories Teaching in All Courses" in Colleges and Universities

Compared with the existing teaching quality evaluation method with relatively single content, this article attempts to construct a diversified and systematic evaluation method, which is conducive to enriching and deepening the innovation study of the "Ideological and Political Theories Teaching in All Courses" teaching quality evaluation method. Studying the construction of the "Ideological and Political Theories Teaching in All Courses" teaching quality evaluation index system is able to provide theoretical basis, empirical support as well as strategic reference for the practical reform of the "Ideological and Political Theories Teaching in All Courses" education evaluation system in this new era. In order to develop a larger impact of "baton" and "booster" of the teaching quality evaluation system, it has strong practical significance for exploring the new model of ideological and political education and improving teaching quality of "Ideological and Political Theories Teaching in All Courses".

3. Constructing the Multi-evaluation System of Teaching Quality of "Ideological and Political Theories Teaching in All Courses" in Colleges and Universities

The premise for us to think about the teaching evaluation index of "Ideological and Political Theories Teaching in All Courses" is to grasp its essence, the essence of which is a kind of curriculum view, not an additional course or activity, but integrates political education into all links and aspects of curriculum teaching and reform to realize moral educating silently. As the shortcomings of the past too single teaching quality evaluation, this article attempts to explore the method and path of constructing a diversified evaluation index system of "Ideological and Political Theories Teaching in All Courses" teaching quality. The overall framework of multi-evaluation system of "Ideological and Political Theories Teaching in All Courses" teaching quality includes multi-evaluation index content, appraisal subject and multi-evaluation methods.

3.1 "Ideological and Political Theories Teaching in All Courses" teaching quality multi-evaluation index

The teaching quality evaluation of "Ideological and Political Theories Teaching in All Courses" should be based on characteristics and objectives of talent training in different disciplines, majors, and levels, refining the content of specific core indicators that suitable for different disciplines, different professions, and different levels of talent training goals, breaking from the traditional single "unified" indicator form, and dividing the overall goal of teaching quality evaluation into multiple criteria based on the analytic hierarchy process, combining the specific practical experience of teaching evaluation to stratify the indicator content, to promote the specific, scientific and rational content of the teaching quality evaluation index of "Ideological and Political Theories Teaching in All Courses", as well as scientifically guide teachers to

enhance the teaching quality of "Ideological and Political Theories Teaching in All Courses".

The teaching quality evaluation of "Ideological and Political Theories Teaching in All Courses" involves many aspects of content and dimensions. It is necessary to divide the overall goal of teaching quality evaluation into multiple criteria based on the analytic hierarchy process. Combining the specific practical experience of "Ideological and Political Theories Teaching in All Courses" teaching evaluation, the index content is layered to optimize and solve the problem of complex index system construction. For example, management disciplines will set first-level evaluation indicators based on the characteristics of management disciplines, and then set corresponding second-level indicators based on the first-level index items, the same is true for other disciplines.

"Ideological and Political Theories Teaching in All Courses" teaching quality appraisal index can be considered from two perspectives, one is the process index element, and the other is the result index element. The process index elements are reflected in the teacher's classroom teaching and are the ability to guide teachers' value-leading methods and skills in the process of knowledge transfer. For example, the level of excavation of the ideological and political elements of the courses, and teacher's design for the ideological and political teaching plan of the curriculum, etc. The result index element is the degree of achievement of the ideological and political effects of the teacher's courses, that is, the degree of achievement of moral education for students. Specifically, such as the cultivation of students' patriotism, the self-confidence of the system, ideals and beliefs are firm or not, the family ethics and morals, etc.

3.2 "Ideological and Political Theories Teaching in All Courses" teaching quality multi- evaluation subject

The subject of evaluating the teaching quality of "Ideological and Political Theories Teaching in All Courses" should not be unitary. We should build a diversified subject of evaluation. The evaluation subject of the diversified evaluation system includes an evaluation community composed of students, teachers, experts, parents, and relevant social departments, and only when they are forming an evaluation community, and urging each to play a collaborative function in the evaluation of the teaching quality of "Ideological and Political Theories Teaching in All Courses", the effect of the evaluation is likely to be the most significant.

As the main participant of course learning, students are the most intuitive feelers and judges of the teaching effect. Once students become the subject of evaluation of teaching quality, they will transform boring passive learning into self-driven active learning, and they will use evaluation opportunities to review their classroom performance and recognize their own shortcomings. As peer evaluators, teachers are important feed-backers and learners of the teaching effect of "Ideological and Political Theories Teaching in All Courses". The evaluation of teachers' peers is an essential opportunity for teacher to learn from each other, and they can also use evaluation opportunities to reflect on and improve their own teaching effect. Experts, as authoritative evaluators and instructors, are more likely to find problems in the teaching process of "Ideological and Political Theories Teaching in All Courses" and provide professional improvement suggestions in time.

If students, teachers, and experts are regarded as direct evaluators of the teaching effect, then parents and relevant social departments (such as students' internship units, graduates' employers) can be regarded as indirect evaluator of teaching effectiveness. The evaluation of the teaching effect of "Ideological and Political Theories Teaching in All Courses" is differ from the evaluation of teaching effect of other courses, which is not reflected in the students' proficiency in the mastery of professional skills. It is more implicitly reflected in the students' comprehensive quality. Teachers' value guidance to students, the shaping of professional ethics and the cultivation of family ethics are mainly reflected in the process of students participating in social practice activities (such as internships and work) and participating in family life. Therefore, parents and relevant social departments also evaluate students' comprehensive quality.

3.3 "Ideological and Political Theories Teaching in All Courses" teaching quality multi-evaluation methods

Not only is the subject of teaching quality evaluation of "Ideological and Political Theories Teaching in All Courses" diverse, its evaluation methods should also be diversified, including direct evaluation and indirect evaluation, authenticity evaluation, etc. According to the different evaluation subjects, the teaching quality evaluation methods of "Ideological and Political Theories Teaching in All Courses" can be divided into direct evaluation and indirect evaluation. The so-called "direct evaluation" refers to the appraisal of the teachers' guidance on values. The excavation and integration of ideological and political elements in the classroom environment by the evaluation subject composed of students, teachers, and experts. The evaluation method is a direct evaluation of the instructor by the evaluation subject students, teachers and experts in the environment of classroom teaching. While absorbing the knowledge of professional courses and other courses, students can make intuitive judgments whether they are spiritually touched and mentally sublimated. In the process of classroom listening, teachers and experts can directly judge and score the effects of the instructor's "Ideological and Political Theories Teaching in All Courses" from their respective professional perspectives and standards.

Correspondingly, we believe that "indirect evaluation" refers to the indirect appraisal of the effect of the instructor's "Ideological and Political Theories Teaching in All Courses" by the appraisal subject composed of parents and relevant social departments. Through the evaluation of students' family life and social life (such as internship, work, etc.) to evaluate the teacher's "Ideological and Political Theories Teaching in All Courses" effect in an indirect way. So compared with the "direct evaluation" method, it has certain characteristics of hysteresis, concealment, practicality, and specificity. After the teacher's "Ideological and Political Theories Teaching in All Courses" elements are "input" in the classroom, they need to be "output" through the students in actual concrete social practice activities.

This process from "input" to "output" takes a certain amount of time. We found that the "indirect evaluation" method is a more authentic evaluation method, because only by transforming the ideological perception into the actual behavior of the students, can it become the standard for testing the teaching quality of the instructors. However, this method has certain limitations, and its limitation is mainly reflected in the vagueness of the definition. For example, how to determine that the behavior of students is the teaching effect of certain teacher's "Ideological and Political Theories Teaching in All Courses", rather than other influence, it requires continuous follow-up surveys or interviews with or feed-backs from students, in other words, students' feedback after class is an essential appraisal method of teaching quality.

The "indirect evaluation" method is definitely related to the "authenticity evaluation". The so-called "authenticity evaluation" refers to the appraisal of students' performance in a realistic environment, which is also an indirect evaluation method. It is not a direct evaluation of teachers, but a feedback on the quality and effect of teachers' "Ideological and Political Theories Teaching in All Courses" teaching through students' performance. The focus of "authenticity evaluation" is to pay close attention to the dynamics of thoughts and behaviors of students in a real-life environment. Therefore, this requires students' counselor who are more closely connected with the students' daily life to regularly observe and evaluate the performance of the students, and to establish a corresponding growth file for each student, which means that the evaluation method requires the close cooperation of the counselor and teacher.

4. Conclusions

The appraisal method and process of teaching quality should be dynamically changing, not static and constant, and the evaluation index system needs to be open-ended and optimized in a timely manner. Therefore, we believe that the teaching quality appraisal methods of "Ideological and Political Theories Teaching in All Courses" need to be continuously optimized, the results of teaching quality appraisal are continuously refined. Universities have vigorously promoted the implementation of "Ideological and Political Theories Teaching in All Courses" in recent years, but the teaching quality appraisal system of it is lacking and imperfect, the above-mentioned teaching quality evaluation methods still need to be

continuously tested by practice. Education evaluation is a key part of education management and an essential means to enhance the teaching quality of education in an all-round way. The implementation effect of "Ideological and Political Theories Teaching in All Courses" requires an incentive mechanism for teaching quality appraisal. The core of above-mentioned "Ideological and Political Theories Teaching in All Courses" teaching quality appraisal is to promote the improvement of teachers' effect through diversified evaluation strategies, and truly promote the fundamental aspiration of college teachers to establish moral education.

Conflicts of Interest

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

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