A Study on the Teaching Evaluation Mechanism of Ideological and Political Theory Courses in College

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Abstract: The current teaching evaluation of ideological and political theory courses in college is mainly organized and conducted by school teaching quality management department. The subjects of evaluation include students, heads of departments and schools, and teaching supervision team from school, and lack the participation of teachers. Meanwhile, the evaluation indicators are not comprehensive and scientific with a biased content. Therefore, we need to construct a new teaching evaluation mechanism of ideological and political theory courses in college. First, we need to mobilize of teachers, students, and administrators to take part in the construction of the evaluation indicator system. Moreover, we need to establish all of teachers, colleagues in research sectors, administrators, and students as evaluation subjects. In addition, we need to take scientific evaluation methods which are centered at “learning” by students. The evaluation has to focus on the process in order to integrate both qualification and quantification.

Introduction
As the development of international and domestic economy and society, college students have had profound changes in their mindsets, family background, living environment, and learning habits. The ideological and political theory courses also have undergone several reforms and development. College ideological and political theory courses are the main channel of propaganda of ideological work as well as of ideological and political education in college. It is the most important factor of ideological work in colleges. The effect of implementation and learning ideological and political theory courses is related to the smooth development of the cause of socialism with Chinese characteristics and long-term stability of the country. Therefore, the ideological and political theory courses evaluation should advance with the times, adapt to changes, and form a more scientific and comprehensive evaluation mechanism that better reflects students' overall development and college personnel training objectives. Research on the reform of ideological and political theory courses evaluation has important practical significance to improve their scientificity.

Problems
Evaluation Indicators are not Scientific Enough
The fact that evaluation indicators are not comprehensive and scientific enough impacts heavily on the ideological and political theory courses teaching evaluation. Currently, the most prominent problem is that the professional pertinence of evaluation is too weak to have enough credibility. Evaluation of teaching effectiveness of ideological and political theory courses are exactly the same as of other professional courses, with same evaluation items and even the same weight. Even though this evaluation system is easy to operate, it cannot reflect the characteristics of different disciplines, majors, or courses.

The Role of Teachers during Evaluation is not Emphasized Enough
According to the existing evaluation subjects, students have a dominant position, with a decisive role to the evaluation of teaching effectiveness. Looking back to the history of the development of
teaching effectiveness evaluation in China, the management tendency is quite obvious. More specifically, the evaluation indicators of teaching effectiveness were mainly made by educational administrators, while the anticipation from teachers to get involved in this process was often overlooked. Participation of teachers in teaching evaluation is very rare, resulting in a lack of reflection of their position in the evaluation.

**The Evaluation Content is not Comprehensive and Systematic**

Teaching effect is the result of influences and roles by various factors in the process of teaching, so the evaluation of teaching effectiveness should be systematically about the whole process of teaching. On the current situation, many colleges and universities, while evaluating the teaching effect, are limited to classroom teaching. Treating the main factor as a sole factor is clearly not scientific enough. When teaching evaluation emphasizes on one aspect, it is easy to overgeneralize, so that the evaluation results are not accurate.

**Mechanism**

**Integrate Society Values and Ideas of Humanity While Designing Evaluation Indicators**

The essence of education evaluation is a value judgment. Ideological and political education evaluation is to identify the existence or the size of its value. Ideological and political education is to fully implement the Party's ideas and will of the State. This social value and standard was clearly required in policy documents, laws and regulations during different historical periods. Furthermore, ideological and political education is a kind of "social practice". Insisting the people-oriented concept of centering at college students is another new and important value orientation for ideological and political education.

Therefore, during the design of the internal evaluation indicators of ideological and political education, we need to coordinate consideration and to embody the social values and humanistic values. Meanwhile, we need to both study the value orientation from the perspective of social need, and to include the implementation status of people-oriented concept into evaluation perspectives as the thresholds. Ideological and political education of college students is a complicated and systematic project, the basic elements of which include not only education objects and subjects, but also educational content, means, methods, approaches and institutional mechanisms, as well as system, funds, premises and equipment condition. While designing classified evaluation indicators to these elements, we must adhere to standards of combination of social value orientation and the idea of people-oriented.

**Integrate the Combination of Different Aspects and the Participation of Both Insiders and Outsiders While Constructing Evaluation Subjects**

Constitute of the evaluation subjects should reflect the pluralistic participation features. While adhering the top-down and bottom-up methodologies, we must take an open attitude and actively absorb external forces to be involved. Evaluation subjects consist of experts organized and authorized by schools, all kinds of students in college, relevant Party offices in schools and departments, government departments, education authorities, employers and other social assessments. The realization of the values in ideological and political education mainly depends on indoctrination mechanisms and internalization mechanism. However, effective transition from indoctrination to internalization and stable implication to act is a long process, sometimes even difficult to be visible within a semester. It then becomes necessary to take into account of the ideological and political quality evaluation from employers on the produced "talent products", and then infer the effectiveness of ideological and political education.

Construction of pluralistic evaluation subjects that combine different aspects with participations of both insiders and outsiders promotes the evaluation to be open, democratic and scientific. It will help improve the reliability and validity of the evaluation process and its results. Meanwhile, pluralistic evaluation subjects are not equivalent with multi-headed, repetitive and excessive
Evaluation. Evaluations of different subjects have to reflect limited objectives, functional distinction and clear guide. Their respective ways and means should be easy to implement.

**Integrate Quantification Analysis and Qualification Description while Establishing Evaluation Methods**

Observation, interviews, comparisons, documents and archives, questionnaires, systematic analysis, fuzzy comprehensive evaluation, dynamic and static binding evaluation, procedures and effect unified evaluation, etc., are basic ideological and political education evaluation methods. Quantitative analysis focuses on the study of numbers, while qualitative description focuses on qualitative identification. Quantitative and qualitative description alone cannot achieve a comprehensive and scientific evaluation. Instead, quantitative analysis is the objective basis of the evaluation, and qualitative description is the purpose and ultimate destination. Only when these two are bound closely together can we deliver an objective, impartial, abstract and concrete reflection of the ideological and political education work situation.

It is worth noticing that manifestation of ideological and political education effect is very complex. It is expressed as both a dominant and a recessive effect; both a direct and an indirect effect; both a short-term and a long-term effect. Thus, we must make rational analysis by applying dialectical ways of thinking when performing single or overall evaluation, including the construction of the ideological and political theory courses. One mustn’t absolutize quantitative analysis or sanctify qualitative description.

**Integrate Field Study and Network Tools While Choosing Evaluation Measures**

Site visits are common, important evaluation tools. Specifically, it includes "Listen, Watch, Search, Visit, Inquire" and other steps. "Listen" means listening to the work report, whose content and form depends on the type of internal evaluation. "Watch" means field inspection of conditions, premises and equipment hardware for ideological and political education work. "Search" refers to finding relevant literature. "Visit" mainly refers to collective discussion and individual interviews with college students and faculties/staffs, each group of which can be subdivided into a variety of object classes. "Inquire" means throughout the listening, watching, searching and visiting, evaluation subjects perform face-to-face questions and inquiries to evaluated units or the person in charge, when it needs more understanding and verifications.

As a traditional means, site visit and assessment has its unique advantages, but it also takes high cost and low efficiency, with a lack of openness and transparency. Moreover, it values result assessment yet overlooks process evaluation. Because of the information technology, especially the popularization and wide usage of Internet, ideological and political education evaluation breaks the traditional and region boundaries. Evaluators can stay at home to work in a multimedia terminal on the Internet, namely, cross-space evaluations.

**Integrate Scientific Expression and Reasonable Usage While Handing Evaluation Results**

One cannot evade the problem of how to express and use evaluation results, no matter it is a comprehensive or focused evaluation, a static or dynamic evaluation, a process or a final result evaluation, a formative or a summative evaluation. Inconclusive evaluation has no meaning, while it is harmful to have unscientifically expressed or unreasonably applied conclusions. The overall orientation and trend to express evaluation conclusions is: adjustment from a single level of evaluation to conclusions depending on the types. More attention are given to assessing the objectivity and orientation. Evaluation conclusions, directed by methods and means of appropriate incentives, guidance, and regulation from relative departments, could form an external driving force of ideological and political education development. This indicates that a variety of fate and effects of the use of evaluation findings, but the rewards and penalties have to be unified with the degree of unity that can be withstood by the evaluated units or person in charge of the observation point. One must not dampen the work enthusiasm, initiative and creativity.
Conclusion

According to relevant state requirements and combining the special properties of ideological and political theory courses, the evaluation mechanism needs to be able to reflect its multiple attributes. On the basis of consolidating theories and strengthening practice, we apply a pluralistic model to generate a comprehensive evaluation mechanism of ideological and political theory courses. In the evaluation of teaching effectiveness, we have to adapt to the requirements of ideological and political theory curriculum reform, and actively explore scientific and effective evaluation methods, as well as constantly improving the teaching effectiveness evaluation work, in order to continuously improve the level of modernization and application of ideological and political theory courses.

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