

# *Evaluation Methods of Ideological and Political Education in the Context of Modern Distance Education*

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**Abstract:** Along with the continuous growth of information technology, the deep integration of China's traditional education model and information technology is gaining more and more attention. Online education has occupied an increasing proportion in the study life of college students and become an indispensable way of learning for them. However, there have been problems with the low use of teaching resources and insufficient content of network resources in the current college social political education class. This article aimed to explore the study of the evaluation methods of ideological and political teaching in the context of modern distance education and to use the analytic hierarchy process (AHP) to help analyze how to better carry out distance education. When evaluating the atmosphere and effect of ideological and political education, 31.16% felt very satisfied with classroom interaction, and 46.35% felt very satisfied with classroom discipline indicators among graduate students. The percentage of those who felt very satisfied with the indicator of student engagement was 31.95%. The percentage of those who felt very satisfied with the indicator of strong academic atmosphere was 31.15%. Therefore, it can be seen that students are optimistic about the ideological and political teaching in the context of distance education.

## 1. Introduction

Under the influence of the epidemic, online education has become the key force of teaching reform. The social political education class in universities should accommodate the growth trend of educational informatization. Online ideological and political teaching has been actively implemented in universities to enhance its effectiveness. Secondly, it is conducive to enriching teaching methods and breaking the teaching mode of traditional thinking. Through the intervention of information technology means and the integration of online teaching methods, the main role of students can be fully mobilized to play the leading role of teachers.

The study on the evaluation of ideological and political teaching is one of the popular studies nowadays. Among them, Cheng Peng discussed the teaching practice of social political education class in materials discipline from the aspects of teaching concept, design, process, evaluation mechanism, etc., which could improve students' ideological consciousness [1]. Wang Yuting designed the structure of BPNN (back propagation neural network) and applied genetic algorithm

for optimization [2]. Zheng Pengyi incorporated cutting-edge technology and national security regulations into course practice, and mined information security course teaching cases to form a set of curriculum system integrating ideological and political education and curriculum content [3]. Gu Ying proposed to improve teachers' comprehensive ability through continuous training and effectively integrate ideological and political education into college English teaching. He innovated the training mode supported by the network and reformed the evaluation method [4]. However, due to the lack of data sources, the research is only at the theoretical stage and has no practical significance.

In the current era of digital technology, it is innovative to study the evaluation methods of ideological and political education. Among them, Shen Xue proposed that in the current ideological and political education activities, facing multiple challenges such as lack of attractiveness and effectiveness, the enhancement of affinity is particularly essential [5]. Yu Yan summarized the characteristics of the new media era, and then analyzed the challenges and opportunities of new media technology in the ideological and political education of college students, as well as the current situation and changes [6]. Pan Zihai proposed to promote the deep integration of synergy theory with ideological and political education in universities to improve the level of synergy [7]. Wu Di proposed the study of the identity of the ideological and political education of college students in the media era, which was necessary both for education to keep up with the times and for the continuous growth of college students themselves [8]. However, due to the traditional thinking and definition, the two cannot be highly integrated and take advantage of each other.

The innovations of this paper lie on: (1) This paper mainly takes independent learning theory, associationism theory and Marxist anthropology theory as the theoretical basis, and investigates the problems and influencing factors in online ideological and political class learning in universities through questionnaire method, so as to come up with solutions. (2) This paper firstly elaborates the meaning and connotation of online ideological and political class teaching. Secondly, a questionnaire survey is conducted to investigate the problems and influencing factors in online social political education class teaching of secondary school students and teachers.

## **2. Ideological and Political Teaching Evaluation Based on Distance Education**

### **2.1 Framework Design of Ideological and Political Education Platform for Distance Education**

#### **(1) Demand analysis**

In this article, based on VMware vSphere virtualization and combined with the computing and storage capabilities of general physical resources, a distance learning platform with good performance is established by using virtual technology. Virtualization technology can integrate physical resources and establish resource pools to uniformly configure and manage physical resources, thus reducing the waste of hardware resources, running energy consumption, and saving development costs. At the same time, the user experience has been strengthened to provide teachers and students with a more efficient, convenient and practical distance education ideological and political teaching platform. The specific requirements are as follows:

First, the platform should have the characteristics of virtualization. By integrating the existing server resources and storage resources, the flexibility and continuity of servers are improved and the unified allocation and management of hardware resources are realized.

Second, a virtualization server with the basic characteristics of virtualization is built. It realizes the real-time migration of virtual machines between physical machines, and realizes the real-time migration under the condition of zero downtime, which does not interrupt the business during the migration process. It also realizes the on-demand allocation of resources, and can generate virtual machines, hardware resource allocation and dynamic management according to requirements.

Third, based on the virtual server, a network resource sharing platform for students, teachers and administrators has been built to realize the distance education ideological and political teaching platform for distance network learning and student information management.

Fourth, the user types of the distance education ideological and political teaching platform include: student users, teacher users, learning center administrators and super administrators. Among them, the administrator scope includes the following:

With students as the main user group, the distance education ideological and political teaching platform plays course video resources for independent learning. The basic services and learning support services provided by the platform can also be used, such as course selection, score query, forum exchange, etc. Teacher users are also the main users of the platform. Teachers interact and communicate with students through the platform, such as the entry of graduation design topics. The platform is a management system for managers, including registration management, student status management, achievement management, graduation management, etc. Super managers have the highest access rights in the “distance education” teaching platform and can use other users in the system.

### (2) Design objectives

The distance learning platform provides teaching and learning services, and offers a platform for teaching and learning. In this paper, the needs of the distance education thinking platform are analyzed from the current learning status of college students. The platform is originally designed to facilitate students’ learning, and students from all over China are the main user groups of the platform. The features of the constructed distance education platform are shown in Figure 1.

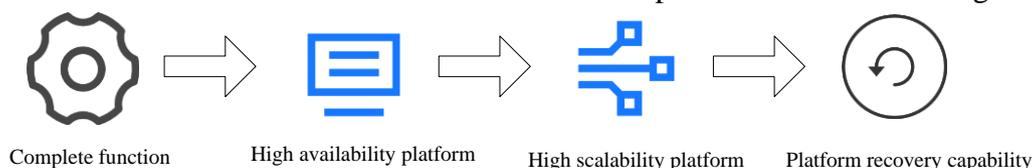


Figure 1: Features of distance education platform

As shown in Figure 1, the basic functions and expanded functions of the distance education platform are realized. The main learning mode is multimedia play, expanded to interest groups and forum exchanges, flexible information query, one-click batch processing, online and offline dual payment, etc.

The distance education platform is based on virtual machines, which can support the dynamic migration between data centers, and also support dual-machine hot backup. When the virtual machine fails, the standby virtual machine starts automatically to ensure uninterrupted service and provide reliable service for users.

The dynamic expansion of hardware resources of the distance education platform has been realized, including computing capacity, network capacity and storage capacity. It can also solve the server pressure caused by the sudden increase in the number of learners by dynamically adding virtual machines, so as to realize load balancing and enhance the server operation efficiency.

Distance learning platforms can take full advantage of the benefits offered by virtualization, such as the virtual machine snapshot on the virtual server to save the state of the server at a certain point in time. If the server fails, the server status can be restored.

## 2.2 Distance Education Ideological and Political Teaching Platform

### (1) Platform use cases

The need for a distance education ideological and political teaching platform is analyzed in response to the problems of student learning, and it is originally intended to facilitate student

learning. Students from all provinces and cities in China are the main user group of the platform. The learning use case diagram is shown in Figure 2.

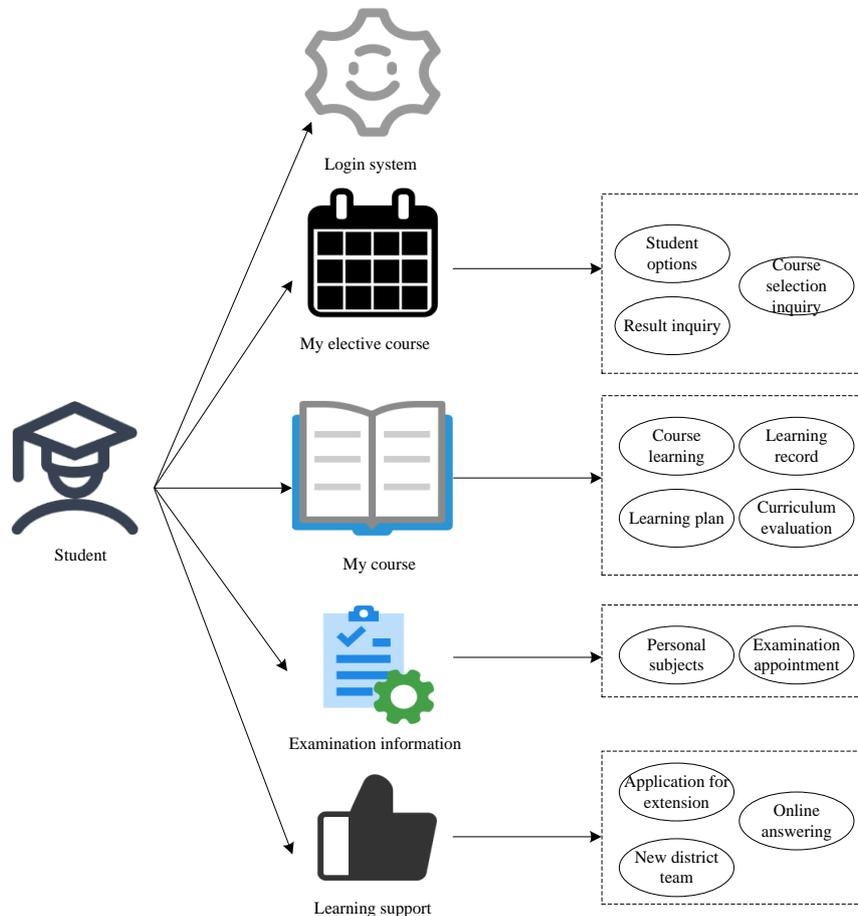


Figure 2: Student learning use case diagram

As shown in Figure 2, after students register each semester, they can select courses through this platform to complete the on-demand after the course selection, and learn the corresponding courses. Individual exam subjects can be viewed at the end of the semester. Through learning, students can communicate, ask and answer, and discuss with each other.

### (2) Platform module division

The distance education platform mainly realizes the effective organization of distance education activities of teachers and students by distance education institutions. The teaching resources are provided in a centralized way, and the education resource database is established to provide convenient management, teaching and learning methods for distance education institutions, teachers and students. These functions include online learning, online office, and online management. According to the use case analysis of the above three types of users, the distance education platform can be classified into two parts. One part is online learning for student users and online office for teachers, and the other part is online office management platform for administrator users. The division of platform modules is shown in Figure 3.

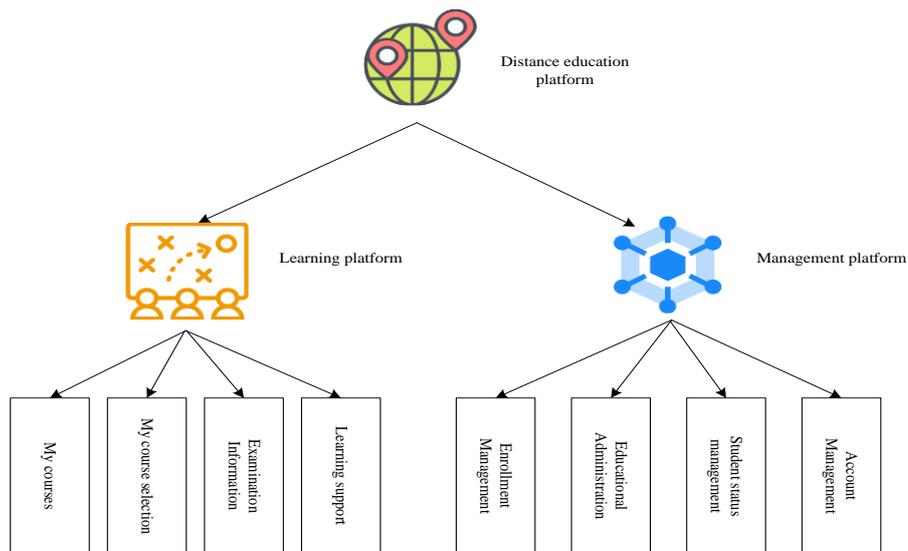


Figure 3: Structure of distance education platform

It can be learned from Figure 3 that the platform mainly provides learning and teaching services for learners and teachers, including video-on-demand, course selection, score checking, information query, interactive communication, etc. At the same time, it also supports teachers to view course evaluation, course score entry, examination plan query, graduation design topic entry, etc. The management platform includes enrollment management, educational administration management, student status management, accounting management and other modules, with complete, efficient and rigorous management functions and procedures.

### 2.3 AHP Method in the Evaluation System of Ideological and Political Education in the Context of Distance Education

#### (1) Guiding principles for the building of evaluation index system

Classroom teaching evaluation is a dynamic and complex process. To develop a scientific, reasonable and effective evaluation index system to make classroom teaching authentic, objective and real, certain guiding principles must be followed.

##### 1) Scientific principle

To follow the scientific principle, first of all, it should be ensured that the evaluation index system is based on objective facts and can comprehensively and accurately reflect the actual situation of classroom teaching. This requires the evaluator to collect detailed information comprehensively according to the actual situation, which is the premise of making correct judgments and selecting appropriate indicators. Secondly, it should be ensured that each teaching element has independent and accurate guiding indicators. The new era endows the social political education class with new requirements and connotations of the times, and requires that the assessment index system of the social political education class in universities should be constantly improved and adjusted.

##### 2) Political principles

Although the social political education class has knowledge, its essential attributes are political and ideological. This characteristic determines that it is different from other social science curriculum evaluation systems that focus on knowledge and skill mastery. The goal of the social political education class is to train reliable successors of the socialist cause. Therefore, the evaluation index system must be established based on the national education policy and objectives

and tasks, and the purpose of adhering to the direction of socialist schooling must be achieved through teaching evaluation.

### 3) Principle of operability

First of all, the compilation of the evaluation index system should be based on the actual situation of teaching activities, starting from the teaching reality, so that it can not only meet the teaching objectives, but also meet the objective reality. Secondly, the fuzzy quantification method is adopted to enhance the operability of the indicators. Third, evaluation indicators and standards should be reasonably formulated. The evaluation standard is too low to distinguish differences, which is not conducive to the incentive effect of teaching evaluation. Too high evaluation standards can easily dampen the enthusiasm of teaching subjects to improve teaching quality.

### 4) Principle of integrity

The construction of evaluation index system should focus on integrity. The teaching system of graduate students' social political education class is composed of multiple links and elements. Each link supports and affects each other and is closely related. Therefore, its logic and systematicness must be guaranteed.

### 5) Principle of mutual independence

In the evaluation index system, all indicators under the same hierarchy must follow the principle of mutual independence and exclusion. The definition of each indicator must be clear to avoid crossover, causality, etc.

### (2) AHP method

AHP is a decision-making method that decomposes relevant factors into objectives, criteria, plans and other levels, and combines qualitative and quantitative methods for decision-making analysis. Specifically, the two comparison methods are first used to determine the judgment matrix, and then the eigenvector corresponding to the largest eigenvalue of the matrix is used as the corresponding coefficient. Finally, the weight of each factor is calculated. This method has small error and high reliability.

#### 1) Establishment of hierarchy model

Each element of each indicator layer belongs to the upper layer and also acts on the lower layer.

#### 2) Construction of judgment matrix

The result of comparing the importance of each two elements in the hierarchical structure model is formed into the stage matrix A.

$$A = \langle a_{ef} \rangle_{N \times N} \quad (1)$$

Table 1: Judgment scale of elements

| Scaling    | Meaning   | Is there any difference |
|------------|---|-------------------------|
| 1          | Both elements are equally important   | None                    |
| 3          | One element is slightly more important than the other   | Have                    |
| 5          | One element is important than the other   | Have                    |
| 7          | One element is more important than the other  | Have                    |
| 9          | One element is absolutely more important than the other   | Have                    |
| 2,4,6,8    | The median value of the above two adjacent judgments  | Have                    |
| Reciprocal | If the comparison of factors e and f is judged as $a_{ef}$ , then the comparison of factors f and e is judged as $1/a_{ef}$ . | Have                    |

The evaluation basis of the judgment matrix can be directly given by the decision-maker or determined by the expert survey method. To ensure the scientificity, the expert survey method is utilized to assign the value of the judgment matrix. The scale of judgment elements is illustrated in Table 1.

### 3) Solution of characteristic root of judgement matrix

The approximate value of the maximum feature root  $\lambda_{\max}$  and the corresponding normalized feature vector  $W$  are calculated to find out the weight ranking of the relative importance of each factor in the same level. The calculation formulas are:

$$AW = \lambda_{\max} * \omega \quad (2)$$

$$\sum_{i=1}^N w_i = 1 \quad (3)$$

In the formulas,  $w_i$  is the i-th component of  $w$ , namely the weight of the i-th index. Then, the square root method is utilized to find the approximate solution of  $\lambda_{\max}$  and  $\omega$ . First, the row elements of  $A$  are multiplied by column to get  $N$ . Then,  $N$  is multiplied to the nth power to get  $w_i$ . Then,  $w_i$  is normalized to get  $W_i$ , and then  $\lambda_{\max}$  is calculated. The formula is:

$$\lambda_{\max} = \frac{1}{N} \sum_{i=1}^N \frac{(AW)_i^n}{W_i}, (i = 1, 2, \dots, N) \quad (4)$$

### 4) Consistency test of judgment matrix

The premise of passing the consistency inspection is when:

$$CR = \frac{CI}{RI} < 0.1 \quad (5)$$

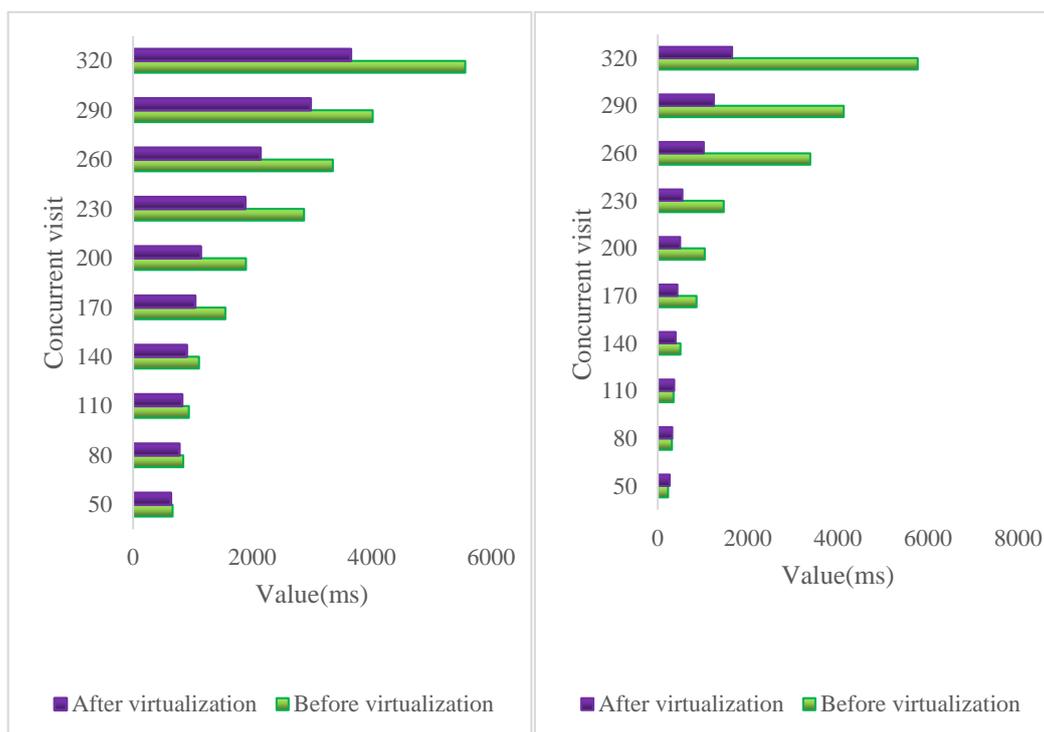
Then the consistency test channel passes, and the judgment matrix has satisfactory consistency, so as to determine the index weight. Among them, the calculation formula of  $CI$  is:

$$CI = \frac{\lambda_{\max} - n}{n - 1} \quad (6)$$

## 3. Ideological and Political Teaching Evaluation Based on Distance Education Background and AHP

### 3.1 Performance Test of Ideological and Political Education Platform in Distance Education

The platform test analysis uses the stress test method to deploy the learning platform on the physical server Tomcat, and create two virtual machines on the same physical server to achieve the load balance of the learning platform Tomcat server. In the performance test, LoadRunner is used to access the physical server and the virtualization server in parallel for 1 second. At the beginning of the visit, it is set to 50 times, increased by 30 times each time, and finally reached 320 times. Figure 4 is drawn by calculating the concurrent response time data obtained from the average value of five simulation data.



(a) Comparison of response time of course on-demand page  
 (b) Comparison of response time of course query function

Figure 4: Statistical chart of platform response time comparison

In Figure 4(a), the response time is 665ms for 50 concurrent accesses before virtualization, and 5564ms for 320 concurrent accesses. After virtualization, the response time is 634ms for 50 concurrent accesses, and 3648ms for 320 concurrent accesses. In Figure 4(b), the response time before virtualization is 228ms for 50 concurrent accesses and 5773ms for 320 concurrent accesses. After virtualization, the response time is 263ms for 50 concurrent accesses and 1651ms for 320 concurrent accesses. Therefore, it can be seen from Figure 4 that the difference in platform response time before and after virtualization becomes larger as times increase.

In Figure 4, after virtualization, under the same physical server, the response time of concurrent access after virtualization is reduced. When the number of concurrency is large, the response time decreases significantly. By comparing the maximum number of TCP connections, CPU utilization and memory utilization before and after virtualization, it can be seen that virtualization technology can improve resource utilization.

Through the stress test of the system, it can be learned that the distance education ideological and political teaching platform established by virtual technology can effectively save resources, and can achieve high availability, load balance, dynamic distribution of resources and other functions, which meets the design requirements of the system and the development needs of the system.

### 3.2 Selection and Implementation of Evaluation Objects and Methods

The fundamental goal of this article is to build an evaluation index system to play its teaching diagnostic function and enhance teaching quality and effectiveness by promoting teaching through evaluation. Therefore, this article builds a set of teaching evaluation index system to evaluate and analyze the current situation of the social political education class teaching of graduate students in Z University through the way of students' evaluation of teaching. The effectiveness of the indicator system is tested through practice, and the evaluation results are analyzed and explored to provide

constructive suggestions for improving teaching [9-10].

Students are the direct audience of classroom teaching and the best person to evaluate the teaching effect. Therefore, this article adopts the student evaluation method and takes the graduate students of Z University as the research object to investigate the teaching of the social political education class of graduate students of Z University. Z University is a key comprehensive university. Postgraduates who have just completed one year’s study of social political education class have a clear understanding and experience of teaching and learning. In addition, to obtain more extensive data, this article selects “Theory and Practice of Socialism with Chinese Characteristics” as the evaluation object, because this course is a compulsory course for all graduate students, which is universal and representative.

This paper uses the method of questionnaire to evaluate students’ teaching. The questionnaire design is mainly based on the evaluation index system proposed in the previous article, and the questionnaire is scored with Likert scale. The questionnaire consists of three parts. The first part is the basic information, including the gender, specialty and college of the person filling in the questionnaire. The second part is the content of evaluation indicators, including five indicators, namely, teaching objectives, teachers’ quality, teaching content, teaching methods, and classroom atmosphere, which are very satisfied, satisfied, average, and dissatisfied, respectively, 5, 4, 3, 2, and 1.

First-level indicators of teaching effect: For the evaluation of the mastery of theoretical knowledge, this questionnaire adopts the regional level evaluation of students’ final scores. 90 to 100 points are 5 points. 80 to 90 points are 4 points. 70 to 80 points are 3 points. 60 to 70 points are 2 points. Other ability and quality tests measure the degree of influence of classroom teaching on students’ ability and quality, namely: high 5 points, certain 4 points, general 3 points, weak 2 points. The third part is students’ views and suggestions on the teaching of social political education class in the school.

The above questionnaires are distributed to the students of the first grade of Z University in the form of questionnaires. In this survey, a total of 500 questionnaires are distributed, and 500 valid questionnaires are retrieved, with 100% validity. The data are representative.

### 3.3 Demonstration of Classroom Teaching Evaluation of Graduate Students’ Social Political Education Class

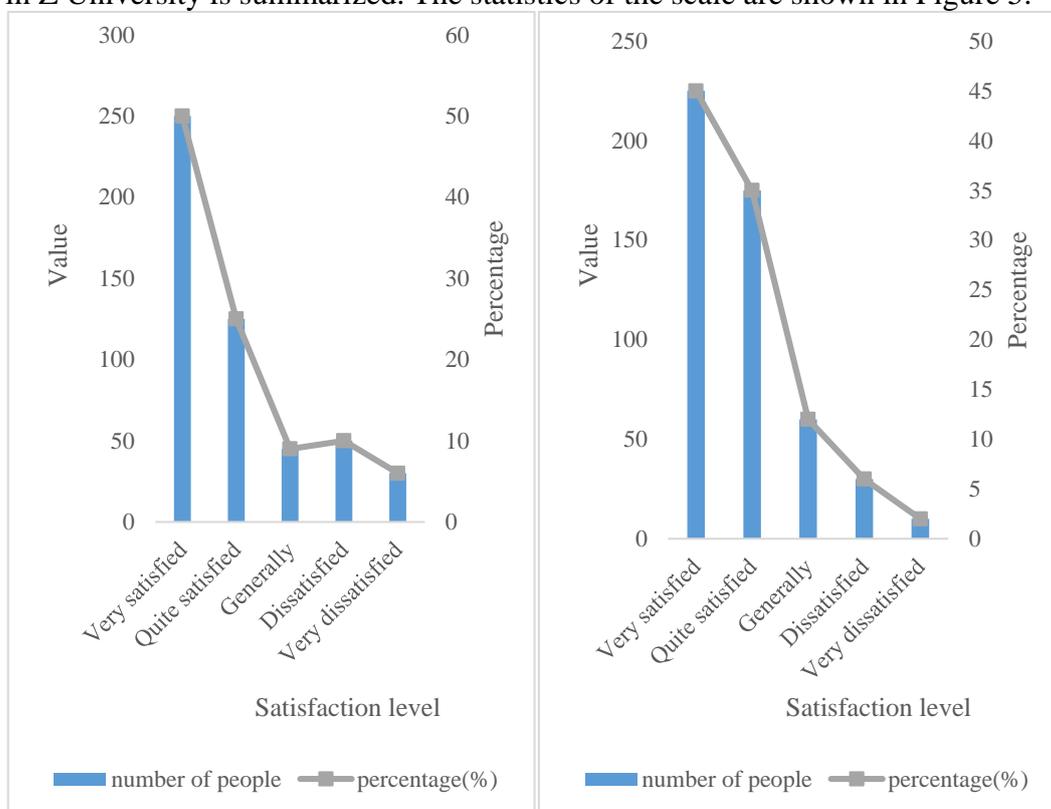
Among them, the statistical results of the recovered questionnaires can be learned from Table 2.

Table 2: Questionnaire

| Serial Number | Types   | Detailed Type | Number of People | Percentage |
|---------------|---------|---------------|------------------|------------|
| 1             | Gender  | Male          | 250              | 50%        |
|               |         | Female        | 250              | 50%        |
| 2             | Subject | Arts          | 200              | 40%        |
|               |         | Science       | 150              | 30%        |
|               |         | Work          | 150              | 30%        |

It can be seen from Table 2 that in the collected questionnaire, there are 250 boys, accounting for 50% of the total number of valid samples, and there are 250 female students, accounting for 50% of the total number of effective samples. From the perspective of discipline composition, the discipline to which this article belongs is mainly liberal arts, science and engineering. Among them, there are 200 liberal arts majors, accounting for 40% of the total effective samples. There are 150 science majors, accounting for 30% of the total effective samples, and 150 engineering majors, accounting for 30% of the total effective samples. From the basic situation survey data, the proportion of men

and women is evenly distributed, and the distribution of disciplines and majors is average. The sample data is reliable [11]. The scores of each indicator in the assessment are arithmetically averaged, and the current status of the teaching effect of social political education class for graduate students in Z University is summarized. The statistics of the scale are shown in Figure 5.

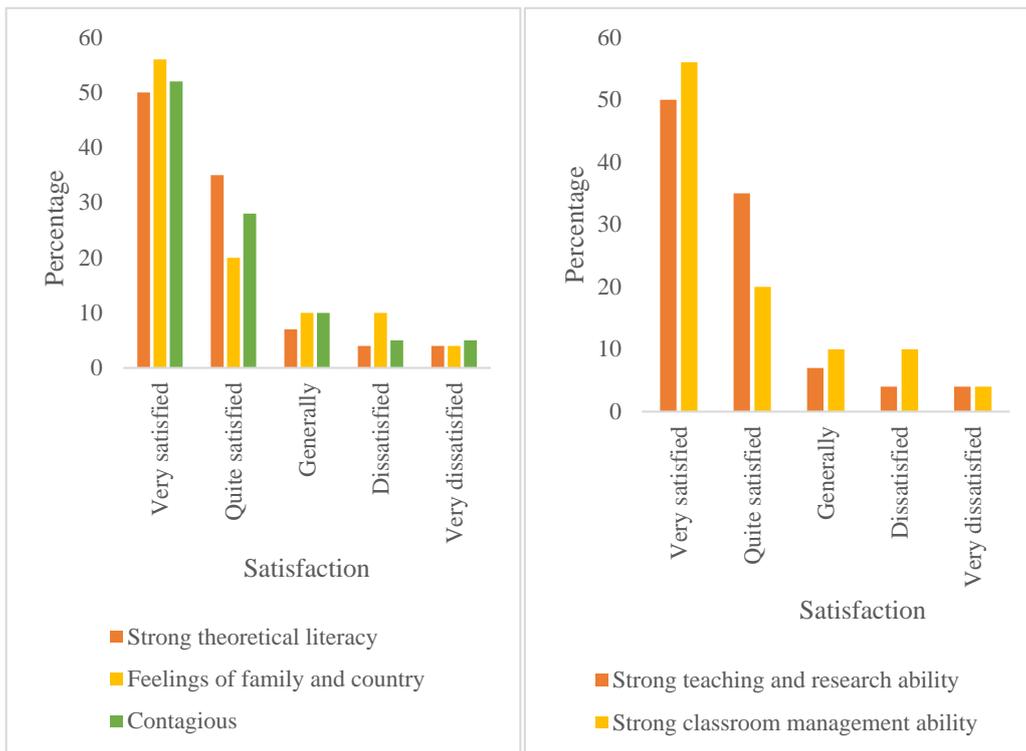


(a) The teaching objectives are clear and meet the requirements of the syllabus  
 (b) The teaching objectives meet the cognitive characteristics of graduate students

Figure 5: Statistics of teaching objective evaluation

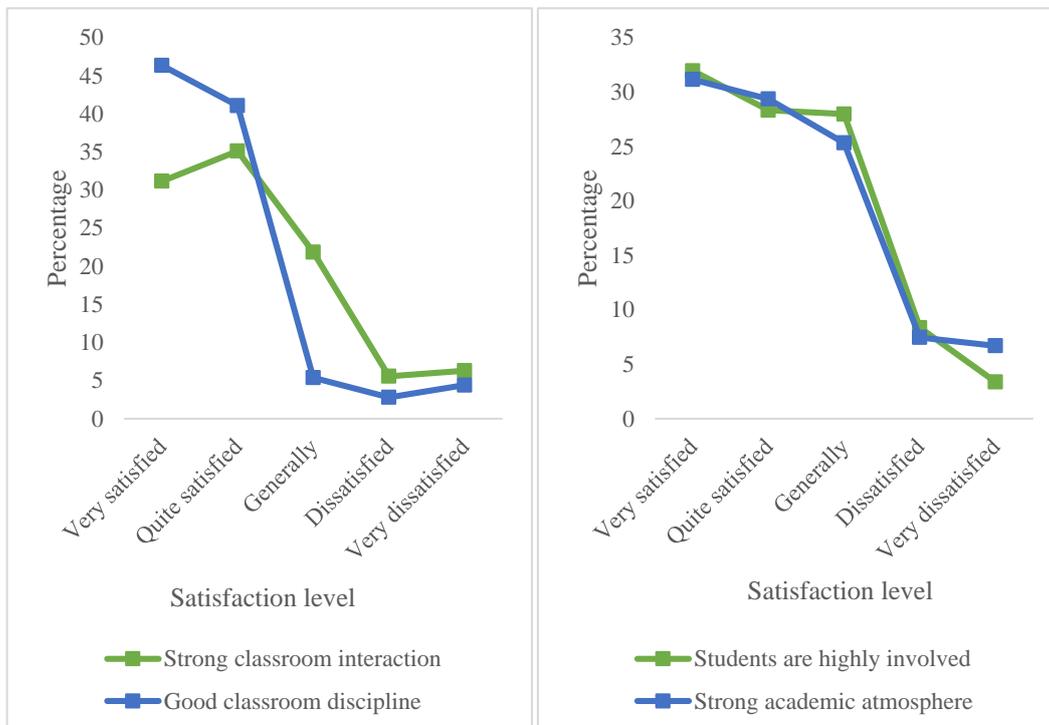
It can be learned from Figure 5 (a) that the teaching purpose is clear and meets the requirements of the syllabus, and 250 people feel very satisfied, accounting for 50%. Only 30 people feel very dissatisfied, accounting for 6%. In Figure 5 (b), the evaluation of the teaching objectives in line with the cognitive situation of graduate students is also relatively good. Among them, 225 people feel very satisfied, accounting for 45%, and 10 people feel very dissatisfied, accounting for 2%. Therefore, it shows that the teaching objectives of the course of social political education class for graduate students in Z University are clear, close to the syllabus, and in line with the cognitive level and features of graduate students. The assessment of teacher literacy is shown in Figure 6.

It can be seen from Figure 6 that in Figure 6 (a), 50%, 56% and 52% of the graduate students feel very satisfied with the three indicators of professional knowledge, feelings of family and infectivity. However, 4%, 4% and 5% are very dissatisfied with it. In Figure 6 (b), the two indicators of strong teaching and scientific research ability and strong classroom control ability account for 50% and 56% of graduate students who feel very satisfied, and 4% of graduate students who feel very dissatisfied. Therefore, according to the survey of the evaluation of teachers' quality, the teaching staff of the social political education class of graduate students in Z University has a high level. Teachers are basically able to keep track of students' learning and effectively navigate the classroom [12-13]. The statistical chart of classroom atmosphere assessment is shown in Figure 7.



(a) Investigation on professional knowledge, family feelings and ineffectivity  
 (b) Investigation on teaching ability and class management ability

Figure 6: Statistics of teacher literacy evaluation



(a) Class interaction and discipline investigation  
 (b) Strong degree of participation and academic atmosphere

Figure 7: Statistics of classroom atmosphere evaluation

Figure 7 (a) shows that the two indicators of classroom interaction and discipline are 31.16% and 46.35% of graduate students who feel very satisfied, and 6.3% and 4.4% of graduate students who feel very dissatisfied. Figure 7 (b) shows that students' participation and strong academic atmosphere are 31.95% and 31.15% very satisfied, while those who feel very dissatisfied are 3.38% and 6.7% respectively.

As shown in Figure 7, under the indicator of classroom atmosphere, classroom interaction and classroom discipline are outstanding, which indicates that the graduate students of Z University have good classroom discipline. Secondly, classroom interaction, academic participation and other aspects need to be strengthened, and the speculative situation of academic atmosphere is not ideal. It shows that there may be a situation in which teachers give priority to indoctrination and students accept passively in classroom teaching. The graduate class lacks interactivity and speculative academic research atmosphere.

From the above students' attitudes towards the social political education class, the students' opinions and suggestions mainly include the following points. First, some students believe that the social political education class of graduate students is not much different from that of undergraduate colleges, and they are eager to improve students' participation in the classroom. Second, most students put forward the desire to strengthen interaction and communication with teachers. Third, teachers are expected to teach students according to their aptitude and pay attention to the teaching content setting of students' professional background.

#### **4. Problems and Solutions of Social Political Education Class Teaching in Distance Education**

##### **4.1 Main Problems in the Classroom Teaching of Graduate Students' Social Political Education Class**

(1) Online teaching follows the indoctrination teaching mode, and students' subjectivity is not fully developed

From the aspects of teaching methods, classroom atmosphere and student feedback, teachers still use the undergraduate indoctrination teaching mode, and the phenomenon of teachers' lectures and students' listening is relatively common. First of all, this inevitably leads to students' weariness, perfunctory and mixed credits. The graduate student group has a complex social background, and many people have social experience. Instilling theory only makes them disgusted. Postgraduate students have strong learning ability and knowledge reserves. It is impossible to make them interested by preaching alone. Such teaching content can not satisfy their thirst for knowledge [14]. Secondly, the indoctrination teaching has been continued while ignoring the students' subjectivity, which directly leads to the reduction of classroom interaction and students' participation, and leads to the underplay of graduate students' subjectivity. The lack of proper speculative academic atmosphere in the classroom runs counter to the teaching law of research-based learning. Graduate students are groups with independent learning and research capabilities. Only by fully mobilizing their learning enthusiasm can they become the main body of classroom learning and effectively cultivate their research ability and exploratory learning. Therefore, there is an urgent need to improve this outstanding problem.

(2) The teaching content is not systematic, and the theoretical learning is fragmented

In the above evaluation results, the index score of "teaching content is close to the syllabus and systematic" is low, which shows that the teaching content is inconsistent. At present, the teaching of graduate students' social political education class is divided into thematic teaching. Each semester's teaching tasks are completed by different teaching groups. Therefore, almost every class has different teaching methods and contents. The different thematic settings and the lack of connection between them make it difficult for students to form the coherence of the teaching content of the

social political education class, which leads to the fragmentation of knowledge and theory and the lack of integrity [15].

(3) Teachers' innovative thinking and academic vision are narrow, and theoretical classroom teaching is lacking

The analysis of the previous evaluation results shows that teachers' political beliefs and professional knowledge level are at a high level among the indicators of teachers' literacy. However, teachers' innovative thinking, academic vision and teaching and research ability are slightly poor. Unlike undergraduate students, graduate students cannot attract students' interest in learning simply by theoretical explanation. Teachers should have broad academic vision and innovative thinking, and stand on the theoretical level, so as to attract students and stimulate their thirst for knowledge. Therefore, teachers must constantly strengthen their teaching and research capabilities to guide graduate students' learning and carry out research-based teaching.

(4) It is difficult to teach students according to their aptitude in classroom teaching that is divorced from the professional background of graduate students

Judging from the above test results, the graduate students' professional background score is the lowest, which indicates that the teaching does not focus on combining the students' professional background and teaching according to their aptitude. Compared with ordinary colleges and universities, graduate students are more engaged in their own research work or prepare for future employment. Ideological and political education should be based on professional background to strengthen the education of academic ethics and professional ethics, so as to effectively strengthen the values of college students.

## **4.2 Strategies for Enhancing the Classroom Teaching Effect of Social Political Education Classes for Graduate Students**

(1) Traditional teaching concepts and teaching objectives mostly emphasize the dissemination and acquisition of knowledge

In the undergraduate stage, graduate students have basically familiar with and mastered the theoretical system and knowledge system. Therefore, the social political education class must be further deepened in the teaching of the postgraduate stage, that is, in the undergraduate stage, "what is" should be first clarified. Then, thematic teaching is used to further clarify the two real problems of "why" and "how to do". To clarify the question of "reality", research-based teaching must be highlighted [16].

Compared with the undergraduate social political education class, the postgraduate course highlights the important content of "research". "Research" is not simply to inculcate knowledge, but to explain the policies of the Party and the state clearly, and to clarify the practical problems of development. In terms of teaching content, the simple accumulation of theoretical knowledge can no longer attract students. The deduction of historical logic should be strengthened, and theoretical interpretation should be strengthened to persuade students with thorough theoretical analysis, and win students with practical truth. Graduate school is a deep research study, and teaching should be based on academic research. Therefore, in teaching, the concept of research-based teaching should be adhered to to highlight the function of Marxist theoretical methodology. Discussion and experience teaching methods are used to fully mobilize students' subjectivity. By deepening theoretical understanding through research and guiding students to explore learning, the ability of theory can be strengthened to guide practice, and cultivate students' awareness and ability to use Marxist methodology for scientific research, so as to enhance their theoretical thinking ability.

(2) The scientific design of teaching content ensures the systematicness and integrity of classroom teaching

In the teaching process of graduate students' social political education class, it is necessary to pay attention to the scientific design of teaching content to ensure the systematic teaching. Although the theme of the theme setting is different, attention should be paid to the internal consistency between the themes in the content design process. In the syllabus, the fragmentation of knowledge content caused by thematic explanations should be avoided. Secondly, the integrity of the teaching process is emphasized. Although different topics are taught by different teachers, the setting of topics, the selection of content, the specific organization and implementation plan of classroom teaching activities need to be fully discussed and uniformly organized to actively carry out collective lesson preparation. Teachers should exchange teaching experience at any time, and share teaching situation to analyze students' learning situation, which effectively strengthen the coherence between topics. This helps students systematically master the theoretical knowledge system and avoid fragmentation of learning due to thematic teaching [17].

### (3) Improvement of classroom teaching effectiveness and innovation of teaching methods

Classroom teaching can comprehensively use various teaching methods such as interactive, thematic inquiry and experiential teaching according to the specific teaching content to improve the teaching effectiveness. First of all, classroom interactive teaching has been carried out to strengthen the communication between teachers and students, group interaction, encourage students to ask questions and discuss, so as to fully reflect the research-based learning method and effectively enhance the vitality of classroom teaching. Secondly, subject-based inquiry teaching can better highlight students' subjectivity. The specific operation includes: the teacher prepares the topic content in advance, and each study group prepares after selecting the research topic. The group finalizes the research report by formulating a research plan, clarifying the division of labor, consulting data, and brainstorming. In class, group representatives are arranged to make keynote speeches, receive questions, and finally be commented, supplemented and summarized by teachers. Then, there is experiential teaching, including debate teaching, student lecturing teaching, micro-film teaching and other teaching methods. Through immersive learning, students' sense of gain is effectively improved. Theoretical knowledge is internalized and research ability is improved. Admittedly, no matter which of the above methods, teachers need timely supervision and comment. They should affirm and encourage correct and novel views, and correct radical and wrong views in time.

Online teaching and innovative teaching methods have been actively expanded in the classroom. Science and technology enable the teaching of social political education class for graduate students, and use modern teaching methods to promote the innovative transformation of traditional teaching from content to form. Through big data processing, the process evaluation of students' learning can be better realized to avoid the shackles of evaluating teaching situation based on the final score theory. In classroom teaching, network teaching resources are actively used. By recommending teaching resources such as cases, coursewares, classic libraries, and learning links to students, the breadth and depth of classroom teaching resources have been extended. By introducing authoritative journals and pushing the latest research results for students to study in real time, the academic frontier dynamics can be grasped in time to broaden the scope of knowledge, which can more effectively cultivate advanced ideas of graduate students and promote the improvement of academic literacy.

## 5. Conclusions

The traditional frame-type distance education ideological and political teaching platform not only has poor service quality, but also has poor system stability and low resource utilization. In this article, the evaluation index system has been initially built by means of literature, policy documents

and interviews with front-line teachers. Subsequently, the analytic hierarchy process was adopted. After two rounds of expert consultation, the preliminary indicator system has been revised and improved. After two rounds of amendments, the experts' opinions were highly unified and highly recognized, and the questionnaire findings were output. After the indicator system was determined, the AHP was utilized to quantify the weight of each indicator. The questionnaire of comparative importance of each indicator was prepared, distributed, recovered and statistically analyzed again to determine the weight of each indicator.

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