

# An Empirical Study on Curriculum Ideological and Political Evaluation Criteria in Shanghai Higher Vocational Colleges

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**Abstract:** The development and research of curriculum ideology and politics is an important systematic project. The construction of "curriculum ideological and political education" in higher vocational colleges is a systematic project. The construction of this systematic project is conducive to the realization of the goals of whole process, all-round and all staff education in higher vocational colleges. At present, the construction of Ideological and political courses has been widely recognized in colleges and universities, but how to establish an evaluation system, three dimensions should be fully considered, including the subject of evaluation, the subject of evaluation and the process of evaluation. Based on the research on the evaluation standard system of Ideological and political education in higher vocational colleges, this paper establishes two spiral structure rating body standards of primary dimension and secondary dimension. The research process adopts an empirical research method. The research of this system provides a reference for the integration and evaluation of the elements of Ideological and political education in curriculum.

## 1. Introduction

In the new era of higher vocational education, what kind of talents to cultivate, the training process, and the needs of society have become issues that should be paid attention to in the development of higher education in our country. In order to further improve the quality of Ideological and political teaching and realize the deep integration with teaching, this paper preliminarily constructs an evaluation index system of Ideological and political teaching in colleges and universities, which is composed of three first-class indicators and 20 second-class indicators under the guidance of relevant policies and regulations.

## 2. Necessity of Establishing Curriculum Ideological and Political Evaluation System in Shanghai Higher Vocational Colleges

The In May 2020, the Ministry of Education issued the guiding outline for ideological and political construction of courses in colleges and universities (hereinafter referred to as the outline). The outline points out that "comprehensively promoting the ideological and political construction of curriculum is a strategic measure to implement the fundamental task of Building Morality and cultivating people, and an important task to comprehensively improve the quality of talent training", It also puts forward the requirement that "the effect of talent training is the primary standard for the evaluation of curriculum ideological and political construction. It is necessary to establish and improve the multi-dimensional evaluation system and supervision and inspection mechanism of curriculum ideological and political construction, and implement it in all kinds of evaluation work and deepening the reform of education and teaching in colleges and universities".

In this research, the comparative system was put forward by Professor Yueming Teng of Shanghai Publishing and printing college "There are two core links, a key process and a guarantee design index system in the curriculum ideological and political collaborative innovation of higher

vocational colleges, that is, the evaluation of teachers' teaching work, the evaluation of students' learning effect, the evaluation of teaching process and the evaluation of collaborative cooperation. It also puts forward the measures to optimize the curriculum ideological and political collaborative innovation system, that is, to build a long-term evaluation mechanism based on morality and cultivate people, and to improve and perfect the curriculum with indicators as reference. The quality of Ideological and political education should be guided by the "three complete education" to promote the construction of collaborative education [1].

Vocational education is an important part of China's education system, and practicality and applicability are the most prominent characteristics. Integrating Ideological and political elements into teaching design is conducive to the cultivation of vocational skilled talents while improving skills. Deepen the reform of Ideological and political courses and constantly cultivate talents with both morality and technology.

### **3. Three Dimensions of Curriculum Ideological and Political Teaching Evaluation in Shanghai Higher Vocational Colleges**

To construct the evaluation index system of Ideological and political teaching in higher vocational colleges, we should first clarify the three dimensions of evaluation subject, evaluation object and evaluation implementation. Determine the evaluation subject, which is related to the credibility and effectiveness of the evaluation index system; Clarify the evaluation object, which is related to whether the evaluation index system is specific, feasible and targeted; The evaluation process refers to clarifying the evaluation methods, which is related to the availability of the evaluation index system. Only by demonstrating in these three dimensions can we effectively carry out the construction of the index system.

There are many objects of curriculum ideological and political evaluation, including schools, majors, courses, teachers and students. [2] The school is very important to control the overall situation of the system in the course of Ideological and political construction, and is the leader of the top-level design. Professional courses are the main carrier of Ideological and political courses. Teachers are the main force in the use of Ideological and political methods and construction of curriculum, while students are the direct beneficiaries. In the object of evaluation, there should also be a process of evaluating teachers and students.

The implementation of evaluation combines process evaluation with summative evaluation. Process evaluation focuses on the evaluation throughout the whole process of Ideological and political teaching. At this stage, it focuses on whether the teaching content is integrated with the current political hot spots, laws, regulations and professional ethics, the core values of social subjects, and whether a variety of teaching methods are used. Summative evaluation is a kind of evaluation based on results, which is to pay attention to results. Students' learning effectiveness is an important part of the curriculum ideological and political teaching evaluation. This stage focuses on the evaluation of students' attitudes towards their studies, majors and life, and their attention and identity to the country and society [3].

### **4. An Empirical Analysis of the Evaluation Index System of Ideological and Political Teaching in Higher Vocational Colleges**

In order to improve the scientificity and accuracy of evaluation, abstract curriculum ideological and political objectives need to be concretized. Therefore, before constructing evaluation indicators of curriculum ideological and political teaching in higher vocational colleges, it is necessary to have a clear and explicit understanding of curriculum ideological and political teaching objectives in higher vocational colleges, that is, to build curriculum ideological and political teaching objective model. Therefore, the establishment of this goal model is directly influenced by the Guiding Outline of Ideological and Political Construction of Curriculum in colleges and universities. The Outline clearly points out that the goal of ideological and political construction of curriculum is to guide students to understand national and social conditions, improve patriotism, dedication, honesty and

friendship, improve the awareness of the rule of law, practice professional norms and so on.

#### **4.1. Two Pole Index Construction of Curriculum Ideological and Political Teaching Evaluation Index in Higher Vocational Colleges**

In terms of the evaluation index system of Ideological and political teaching in higher vocational colleges, "teaching content", "teaching method" and "teaching effect" are established according to the requirements of relevant policies and regulations on the ideological and political construction of higher vocational colleges, including teaching content, teaching method and teaching effect. Among them, whether the ideological and political elements in the teaching content are effectively excavated is the prerequisite to measure the effectiveness of curriculum ideological and political teaching, whether the teaching methods are effective is the realistic basis to test the effectiveness of curriculum ideological and political teaching, and the growth and development of students is the effective standard to test the effectiveness of curriculum ideological and political teaching. Therefore, this paper takes the teaching content, teaching method and teaching effect as the three first-class indicators of the evaluation index system of Ideological and political teaching in higher vocational colleges.

##### **4.1.1. Establishment and Connotation Definition of Primary Indicators**

Teaching content belongs to the concept of teaching level, which refers to all knowledge presented and transmitted to students in the teaching process. Popular understanding is the question of what to teach, and what to teach is directly limited by the teaching objectives. The goal of Ideological and political courses is to cultivate students with national awareness, overall situation awareness, sense of responsibility in the new era of national builders. Therefore, in the process of curriculum ideological and political teaching, when choosing teaching methods, we need to fully consider the teaching goal of curriculum ideological and political teaching, and take this goal as the direction; Secondly, the method is mainly to use a certain material to achieve a certain purpose[4]. Learning methods are subject to the influence of teaching content. The nature of teaching content and the evaluation of teaching effect are the value judgment of the achievement of expected teaching objectives. Some scholars believe that the evaluation of the effect of curriculum ideological and political teaching should be the overall value judgment of the effect of curriculum ideological and political talent training. The talent training goal of curriculum ideological and political education is to realize the fundamental task of Building Morality and cultivating people. [5]

##### **4.1.2. Empirical Analysis of Primary Indicators**

The empirical demonstration of primary indicators in this study mainly comes from Delphi method. During the study period from June 2021 to April 2022, 15 experts, teachers and doctoral students in Shanghai were sampled and discussed by offline and online methods. It includes the consideration of experts' reliability, authority, enthusiasm and other dimensions. After three rounds of expert feedback and exchange, the experts paid full attention to the construction of the index system and put forward some pertinent opinions. The following is the feedback and analysis of the expert consultation results.

It can be seen from table 1 that among the 15 experts, 93% of the experts agree with "teaching content" as the primary index, all the experts agree with "teaching method" as the primary index, and 86% of the experts agree with "teaching effect" as the primary index. According to the expert consultation results, the classification of the preliminary primary indicators is basically appropriate, the name does not need to be modified, and the number does not need to be increased or decreased. Therefore, the above three primary indicators can be used as the primary indicators of the curriculum ideological and political teaching evaluation index system in higher vocational colleges.

Table 1 Expert consultation results of first-class indicators for curriculum ideological and political teaching evaluation in Higher Vocational Colleges

EVALUATING INDICATOR	NUMBER OF PEOPLE IN FAVOR	EXPERT OPINION
PRIMARY INDEX	NUMBER OF PEOPLE IN FAVOR	PROPORTION
CONTENT OF COURSES	14	93
THE TEACHING METHOD	15	100
TEACHING RESULTS	13	86

#### 4.1.3. Establishment and Connotation Definition of Secondary Indicators

The first level indicator "teaching content" consists of 9 second level indicators: laws and regulations and national history, basic national conditions and national front policies, international political situation, professional ethics, laws and regulations, excellent Chinese traditional culture, socialist core values and thinking methods. The above nine secondary indicators mainly focus on the political identity, family and country feelings, cultural literacy, constitutional and legal awareness, moral cultivation and other contents required in the outline. For a long time, professional courses in higher vocational colleges pay attention to discipline practice, too much emphasis on the importance of professional knowledge to talent training, and ignore the comprehensiveness of talent training to a certain extent. The proposal of curriculum ideological and political education is to break the opposition and division between discipline specialty and ideological and political education, and realize the effective connection between professional education objectives and ideological and political education objectives, so as to maximize the function of teaching and educating people [6].

Teaching method is an artistic method, which is clearly guided by various purposes. In the secondary indicators[7].The "three types of moral education" (method education, moral education, fun education, finishing touch, topic embedded, element combination) "Method education" means that teachers should not only teach students how to learn knowledge, but also moisten things and silently let students know how to grasp the development laws of nature and society and abide by the norms of society and life. "Moral education" means that teachers imperceptibly cultivate students' good morality and establish correct values in teaching. "Fun education" requires teachers to teach students in accordance with their aptitude and carry out requires teachers to teach students in accordance with their aptitude and carry out "Happy Teaching" to stimulate students' interest in learning, including situational and heuristic methods. "Finishing touch" refers to the strengthening of Ideological and political elements such as socialist core values and materialist dialectics when teaching knowledge and skills. "Dragon painting" refers to the learning of knowledge points and skill points, while "finishing point" refers to highlighting the ideological and political elements contained in the course when explaining the knowledge points and skill points of the course and realizing the value guidance." Topic embedding" is that teachers carefully embed a topic of Ideological and political education without breaking the original teaching structure, so as to deepen students' understanding of the course content and strengthen students' value recognition. "Element combination" is that teachers combine three different teaching elements: knowledge points, skill points and ideological and political points in an atomic way, so as to produce a natural mixed effect.

The secondary indicators in the teaching effect include 10 indicators: sense of social responsibility, national responsibility consciousness, global consciousness, honesty and trustworthiness, discipline and law-abiding, and cultural heritage.

#### 4.2. Analysis on the proportion of curriculum ideological and political evaluation indicators

The significance of the evaluation index system of curriculum ideological and political teaching in higher vocational colleges is to help teachers understand students' acceptance of curriculum ideological and political teaching, let teachers carry out teaching in line with students' characteristics and needs according to students' feedback, and finally promote reform through evaluation and help students achieve all-round development[8]. Therefore, when determining the

weight of the evaluation index system of Ideological and political teaching in higher vocational colleges, it is necessary to obtain the opinions of teachers and students. Therefore, when determining the weight assignment ratio of teachers and students, it is determined that the weight ratio of teachers and students is 7:3, which can also be further explained by Pareto's law. Pareto's law believes that in a group, it occupies a small part but is indeed the most important, while the rest, although occupying the vast majority, is relatively secondary[9]. Therefore, it is determined that the weight of the evaluation index system of Ideological and political teaching in Higher Vocational Colleges = the weight given by teachers \* 70% + the weight given by students \* 30%. Based on this, the final evaluation index system and its weight of Ideological and political teaching in higher vocational colleges are obtained.

Curriculum construction is a favorable starting point for talent training in colleges and universities, and plays an important role in the construction of professional courses. In the course teaching evaluation, we should fully consider the actual teaching situation, and consider the weight of teaching content, teaching methods, different disciplines and teachers' characteristics[10]. The scoring table mainly includes three parts: indicators, assessment dimensions and assessment points, as shown in Table 2.

TABLE 2 Evaluation of ideological and political teaching in higher vocational colleges

FIRST LEVEL DIMENSION	TOTAL SCORE	ASSESSMENT DIRECTION	SPECIFIC ASSESSMENT	SCORE
CONTENT OF COURSES	45 POINTS	Integrate the elements of “family and country feelings”	The course content is combined with the four histories, major policies and current events.	25
		Integrate “professional ethics” elements	Course content and socialist core values, professional ethics and laws and regulations.	12
		Integrate “cultural literacy” elements	The course content integrates cultural tradition and media literacy.	8
THE TEACHING METHOD	31 POINTS	Three types of moral education	The course content is combined with method education, moral education, fun education	19
		Three types of mothed education	The course content is combined with finishing touch, topic embedded, element combination	12
TEACHING RESULTS	24 POINTS	Further promotion of “family and country consciousness”	Students have the ability to safeguard the motherland, support national policies and have a global vision.	8
		Further improvement of “craftsman spirit”	Students have pragmatic and hardworking spirit, unremitting spirit and meticulous professional spirit.	10
		Further improvement of “social responsibility”	Students have the ability to serve the society, be diligent in speculation and be enthusiastic about public welfare.	6

## 5. Conclusion

This study includes the primary index "teaching content", which includes seven sub dimensions: laws and regulations, socialist core values, international and domestic current and political affairs, professional ethics, basic national conditions and national policies and national history, and Chinese excellent traditional culture; The primary index "teaching method" includes "method education, moral education, fun education, finishing touch, topic embedded, element combination"; The primary indicator "teaching effect" includes 7 sub dimensions: sense of social responsibility, cultural heritage, global consciousness, national responsibility consciousness, honesty and trustworthiness, discipline and law-abiding, and craftsman spirit. Through the analysis of the survey results of teachers and students, it is found that the standard system scale has good consistency and stability, which is consistent with the model constructed by the original theory, and other indexes are qualified after testing, indicating that the validity of the index system scale is good. Although this research is trying to build a set of evaluation index system with strong applicability, it is found that there are differences in the actual research process, which does not mean that the applicability of the evaluation index system is not strong, but emphasizes that we should not ignore the differences and blindly pursue homogeneity. In the specific use process, we can refer to the index system constructed in this paper and the actual teaching practice for debugging. Because the current curriculum ideological and political evaluation indicators are not perfect, the index system has a certain reference significance. In the process of follow-up research or use, we should still pay attention to adding some evaluation indicators in combination with the types, disciplines and students' characteristics of higher vocational colleges, so as to make the evaluation more targeted.

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