

Research on the Construction of the Practical Teaching Evaluation Mechanism for the Course of Ideological and Political Theories in Chinese Universities

Qi Xiang Sun¹, Xiao Jiang Chen^{2*}

Jiangsu Agri-animal Husbandry Vocational College, Taizhou City, Jiangsu Province, China

Abstract: *A sound, reasonable and mature evaluation mechanism is the fundamental guarantee for conducting the practical teaching for the course of ideological and political theories smoothly and effectively, and it is necessary to construct the evaluation mechanism carefully and meticulously on the principles of efficiency and feasibility, objectiveness and fairness, interaction and feedback, and equal attention to quantity and quality. To construct the practical teaching evaluation mechanism for the course of ideological and political theories, it is necessary to perfect the evaluation subject team with both faculty and students as the participants; establish and perfect the evaluation system with meticulous and explicit standards, methods and contents; and construct the stereoscopic, multi-dimensional and interactive feedback mechanism and system of rewards and penalties.*

Keywords: *The Course of Ideological and Political Theories; Practical Teaching; Evaluation Mechanism*

Carrying out practical teaching has been the effective path for universities to solve the teaching difficulties and improve teaching effectiveness of the course of ideological and political theories [1], and the universities have made active exploration in the content and form design of practical teaching and obtained initial success [2-3]. The construction of the practical teaching evaluation mechanism has not yet aroused the in-depth attention in China [4]. The construction of the practical teaching evaluation mechanism for the course of ideological and political theories is the inevitable requirements for improving the teaching effectiveness of the course of ideological and political theories, and is of important realistic significance for the teaching reform of the course of ideological and political theories [5]. At present, the unsound and unscientific practical teaching evaluation mechanism has restricted the practical teaching effect of the course of ideological and political theories, in this sense, only the construction of a sound and scientific evaluation mechanism can promote the development of the practical teaching.

I. Current Situations And Problems Of The Practical Teaching Evaluation Of The Course Of Ideological And Political Theories

A. Indefinite Evaluation Subjects

Practical teaching is an important part of the teaching of the course of ideological and political theories and a teaching activity bounded by universities' uniform teaching programs and management[6], and the teaching activity evaluation needs the participation of universities, teachers and students, but in the practical operation, due to the particularities of practical teaching forms, contents, methods and so on at the teaching sites, universities are always divorced from the evaluation subjects, and students' evaluation is often ignored, therefore, the evaluation which should have been participated in by the three parties is actually teachers' unilateral evaluation, which not only increases teachers' burdens, but also causes the lack of evaluation subjects, incomprehensive evaluation contents and unscientific evaluation results, and finally makes it difficult to conduct practical teaching in an orderly and standard fashion and impossible to realize the practical teaching goals[7].

B. Non-Standard Evaluation Standards

Standard and reasonable evaluation indicators and standards are the prerequisites for the smooth carrying out of the evaluation activities. Definitely, universities have set strict and systematic teacher and student evaluation indicators and standards in their theoretical teaching of the course of ideological and political theories, but don't pay enough attention to setting the practical teaching evaluation indicators and standards, and the evaluation indicators set by most universities are simplex, and the standards are indefinite and non-standard, so it is difficult for the evaluation indicators and standards to pay the due standardizing and guiding role in the practical teaching evaluation of the course of ideological and political theories.

C. Incomprehensive Evaluation Contents

Limited by the conditions from various aspects, the practical teaching evaluation contents of the course of ideological and political theories mainly evaluate the written summing-up materials submitted by students after

participating in the practical activities, students pass the evaluation as long as they submit a practical report, but it falls out the range that what students actually gain and how they improve their emotions, faith, values and so on in the process experience, and the evaluation which values result over process causes the obvious deficiencies of the evaluation contents and directly influences the effective carrying out of practical teaching.

D. Unscientific Evaluation Methods

At present, the majority of universities have the two tendencies that they value result evaluation over process evaluation and value either qualitative or quantitative evaluation over the qualitative and quantitative integrated evaluation in their practical teaching evaluation methods, and the unscientific evaluation methods directly make the practical teaching become a mere formality but impossible to move forward deeply, not to mention teachers' and students' wholehearted input, sincere experience or real gain.

II. Principles For Constructing The Practical Teaching Evaluation Mechanism For The Course Of Ideological And Political Theories

A sound, reasonable and mature evaluation mechanism is the fundamental guarantee for conducting the practical teaching for the course of ideological and political theories smoothly and effectively, and also the condition safeguard to inspect, supervise and improve teachers' and students' practical teaching effects [8]. It is a must to construct the evaluation mechanism carefully and meticulously by referring to the practical teaching goals and requirements for the course of ideological and political theories and following the principles of efficiency and feasibility, objectiveness and fairness, interaction and feedback, and equal attention to quantity and quality.

A. Principle of Efficiency and Feasibility

According to the principle of efficiency and feasibility, the practical teaching evaluation mechanism for the course of ideological and political theories should be with the practical operability and realistic feasibility on the people-first premise, and achieve the goal of promoting students' overall development and improving the practical teaching, while implementing the principles of efficiency and feasibility, it is necessary to avoid formalism, to attach importance to the practical effect and students' recognition of and participation in activities, but not to only pay attention to whether the forms of practical activities are hilarious, lay stress on the improvement of students' ideological cognition and transformation of their behavior modes, not only pay attention to the result, but also pay more attention to the process, and make students receive emotional experience and ideological enhancement in the teaching activity process [9].

B. Principle of Objectiveness and Fairness

As the practical teaching of the course of ideological and political theories are characterized by autonomy, openness and flexibility, and the evaluation standards for teachers and students are confusing, which makes it easy to lose the objective and fair mastery of teachers' teaching organization work and students' practical activities. If the evaluation mechanism loses its due effectiveness and credibility, it influences teachers' and students' enthusiasm about participating in practical activities. Therefore, the principle of objectiveness and fairness is of vital importance for the construction of the evaluation mechanism.

C. Principle of Interactive Feedback

In the practical teaching process of the course of ideological and political theories, teachers dominate the practical teaching, and students are the subject of practical activities. Therefore, in the construction process of the evaluation mechanism, it is necessary to organically combine universities' evaluation of teachers, teachers' evaluation of students, students' self-evaluation, students' evaluation of teachers and students' and teachers' evaluation of universities and form an institutional interactive feedback mechanism in order to improve work. The current practical teaching evaluation mechanism for the course of ideological and political theories in the universities is mainly set for students, but lacks students' evaluation, supervision and restraints on teachers, and also lacks teachers' and students' evaluation and supervision on universities' providing teaching guarantees, therefore, while constructing the practical teaching evaluation mechanism for the course of ideological and political theories, it is necessary to insist on the principle of interactive feedback, make diversified subjects form normalized interaction in the teaching evaluation process to safeguard the smooth carrying out of the practical teaching.

D. Principle of Equal Attention to Quantity and Quality

The practical teaching evaluation mechanism for the course of ideological and political theories should realize the quality requirements and also quantity standard in the evaluation process. The evaluation requirements and standards for teachers can refer to the standards of other practical courses. In terms of student practical performance evaluation, on one hand, the quantity evaluation can refer to students' class hours, attendance,

practical report length and format standard degree and submission time in social practices, and give scores in quantitative standards; on the other hand, according to the quality requirements, it is necessary to treat the students' topic quality practice attitudes, practical report authenticity and quality and make scientific and reasonable evaluation.

III. The Construction Thoughts Of The Practical Teaching Evaluation Mechanism For The Course Of Ideological And Political Theories

The practical teaching evaluation mechanism for the course of ideological and political theories mainly aims to solve the following three problems: who makes evaluation (evaluation subject), how to make evaluation (standards, methods and contents) and evaluation feedback (do the society, families and universities feel the changes of students' ideological behaviors), therefore, it is necessary to evaluate the evaluation mechanism from the following three aspects [10].

A. Perfect the evaluation subject team with both faculty and students as the participants

The practical teaching evaluation mechanism for the course of ideological and political theories focuses on evaluation of teachers and students, but who makes the evaluation? According to the traditional teaching evaluation theories, the teaching management department is responsible for evaluating teachers, and a complete teaching evaluation system is constructed together with teacher-student mutual evaluation, but for a long time, the organization and implementation of practical teaching of the course of ideological and political theories is not standard enough, consequently, practical teaching is not considered as regular teaching, teachers does teaching carelessly, the teaching management department have no time to attend to it, not to mention about the participation in evaluation, which causes the teaching management department to be absent as an important evaluation subject [11]. As the practical teaching is ever-increasingly valued and strengthened, the majority of universities have listed the practical teaching of the course of ideological and political theories in their overall teaching programs, set the practical teaching syllabus, and some of them even have compiled practical teaching textbooks, though it doesn't occupy the classroom teaching hours, it has been obviously brought into the universities' teaching management category, therefore, practical teaching is no longer the housework of the teaching research department or Marxism School which undertakes the teaching task of the course of ideological and political theories, but the duty of the universities, the teaching affairs office is the competent department for practical teaching, as the competent department, it should participate in the practical teaching evaluation, besides, teachers and students, as the direct participants in practical teaching, have the largest say about evaluation, but the current evaluation system overemphasizes the teachers' evaluation subject position, but doesn't pay enough attention the students' evaluation subject position, or doesn't exert its role in place, therefore, it is the prerequisite for the construction of the practical teaching evaluation mechanism for the course of ideological and political theories to give full play to the roles of the three subjects of universities, teachers and students, and perfect the evaluation subject team with the three parties as the mutual participants.

B. Establish and perfect the evaluation system with meticulous and explicit standards, methods and contents

That the evaluation mechanism is unsound is mainly manifested as indefinite evaluation standards, unscientific evaluation methods and incomprehensive evaluation contents. Regarding the practical teaching evaluation standards and contents for the course of ideological and political theories, the industry experts and scholars basically recognize the two aspects of evaluation of teachers and students, but they also have different opinions, some believe that the evaluation of teachers should combine teachers' participation in the practical teaching, their guidance of students' practices and the practical teaching effect for comprehensive evaluation, and the evaluation of students should include the evaluation of students' active participation in the practical teaching, that of students' performance in the practical process, and that of the students' practical teaching results. The others think that the evaluation of teachers should lay particular emphasis on the practical teaching contents and quality, practical scheme design form and quality, the teaching process organization and implementation effects and quality, and the student guidance quantity and contents; and the evaluation of students should be done comprehensively from the aspects of the moral cultivation team spirit, comprehensive ability, innovative spirit, etc.

The author thinks it necessary to establish and perfect the evaluation system from the following two aspects. Firstly, it is necessary to establish the concrete evaluation standards and contents for different subjects. The evaluation of teachers mainly includes the following four aspects of: the making of the practical teaching schemes, organization and implementation of the practical teaching activities, evaluation of the practical teaching results, summaries of the practical teaching process. The concrete standards include: one, the scientificness of the practical teaching schemes. A scientific and reasonable practical teaching scheme is the fundamental guarantee for the practical teaching quality, and teachers should set detailed practical teaching schemes and plan the practical teaching goals, tasks, contents and modes scientifically; two, the rigorousness of the practical teaching

organization. It mainly evaluates whether teachers can personally participate in or supervise the practical activities and follow up and guide students through the whole practical teaching process, whether they have detailed and considerate plans for possible emergencies occurring in the practical teaching process, etc.; three, the timeliness of the practical teaching results. It mainly evaluates universities' and students' satisfaction about teachers' practical teaching abilities, attitudes, modes, methods, etc.; four, the comprehensiveness of the practical teaching summaries. It mainly evaluates whether teachers summarize students' practical activities carefully, timely and comprehensively, and the evaluation of students is mainly conducted from the two aspects of the width and depth of students' participation in practical teaching activities. Width mainly evaluates the times of students' participation in practical teaching activities and types of the activities; and depth mainly evaluates whether students can apply the theoretical knowledge really and students' emotional investment in the practical teaching, etc. The evaluation of universities mainly includes universities' guarantees about practical teaching budgets, sites and time, and their implementation situations about affirmation, rewards and penalties of teachers' practical teaching workloads. Secondly, it is necessary to establish the evaluation methods for different practical contents and methods. At present, for the construction of the practical teaching evaluation method system, it is necessary to fully consider about the reality of in-class and after-class, in-campus and off-campus and online and offline combination, combine the process evaluation and result evaluation, the qualitative evaluation and quantitative evaluation, and the real-time evaluation and time-delay evaluation, but according to different practical teaching contents and methods, based on the realization of combining various evaluation methods, emphasis should be different, for example, the quantitative and real-time evaluation should be made for the in-class practical teaching, and the qualitative, process and time-delay evaluation for the after-class off-campus practical teaching.

C. Construct the stereoscopic, multi-dimensional and interactive feedback mechanism and system of rewards and penalties

A stereoscopic, multi-dimensional and interaction feedback mechanism and system of rewards and penalties are the indispensable part of the practical teaching evaluation mechanism for the course of ideological and political theories. The ultimate goal of the practical teaching of the course of ideological and political theories is to convert the ideological and political theoretical knowledge into university students' firm faith internally, and their voluntary behaviors externally, and the entire internalization and externalization process cannot be separated from the university students' cognitive-affective-volitional conscious participation, or cannot be separated from the concerted attention from families, the society, universities, etc., especially the evaluation of the practical teaching effect not only depends on students' recent classroom performance, but also their regular words and deeds in their families, the society and after-class environments to confirm whether students have established the due faith and transformed into conscious behaviors through the practical teaching. This requires to establish the short-term and long-term and regular and transient stereoscopic interactive feedback mechanism with multiple participation of families, society and universities to comprehensively reflect the practical teaching effect achievement degree of course of ideological and political theories, and timely revision and remedy of the practical teaching evaluation is the baton to guide the smooth and sustainable development of the practical teaching, to exert the role of the baton well, it is essential to establish a system of rewards and penalties. The concrete system of rewards and penalties can be different according to different places and universities, but the basic spirit is to reward the diligent and well-performed ones and penalize the lazy and underperformed ones, and the teachers who conduct the practical teaching carefully and responsibly, enjoy high student satisfaction and favorable comments and are outstanding examined by universities should be given with appropriate material and mental rewards; but those who do their work carelessly and irresponsibly and are commented poorly by students, universities should adopt the method of combining criticism and penalties, deduct their corresponding teaching workloads, require them to make rectification within a set time limit. For the students who actively participate in the practical teaching, carefully complete the tasks and obtain excellent activity achievements, besides being praised and rewarded, their academic performance should be another manifestation, and their activity achievements are publicized in various forms.

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