Construction of Teaching Evaluation System for Curriculum Ideology and Politics in Colleges and Universities from the Perspective of "Three-All Education"

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Abstract: This paper explores the construction of the teaching evaluation system for curriculum ideology and politics in colleges and universities under the concept of "Three-All Education". It analyzes the existing problems in the current evaluation system, such as unclear evaluation standards, single evaluation methods, and insufficient diversity of evaluation subjects. Corresponding solutions are proposed, including establishing unified evaluation standards, enriching evaluation methods, and strengthening the application of evaluation results. The purpose is to improve the teaching quality of curriculum ideology and politics and promote the all-round development of students.

Keywords: Curriculum ideology and politics; Evaluation system; Three-All Education

1. Introduction

With the issuance of the Overall Plan for Deepening the Reform of Education Evaluation in the New Era and the Guidelines for the Construction of Curriculum Ideology and Politics in Colleges and Universities by the Ministry of Education, the construction of curriculum ideology and politics in colleges and universities has become an important direction of education reform. Curriculum ideology and politics aims to break down the disciplinary barriers between ideological and political courses and professional courses, and realize the collaborative teaching of ideological and political education and professional education. However, the current evaluation system for the teaching quality of curriculum ideology and politics is still immature, with problems such as vague evaluation standards, single evaluation methods, and insufficient diversity of evaluation subjects. Li Yan and Liu Fengpei (2024)[1] pointed out that the lack of a unified quality evaluation standard for curriculum ideology and politics makes it difficult to guarantee the construction quality in various colleges and universities. Ping Ping (2024)[2] believes that constructing a sound teaching evaluation system for curriculum ideology and politics in colleges and universities is conducive to improving teaching quality. Under the guidance of the "Three-All Education" concept, establishing a scientific and reasonable evaluation system for curriculum ideology and politics is crucial to enhancing students' ideological and political quality and comprehensive literacy.

2. Problems and significance of the evaluation system for curriculum-based ideological and political education in colleges and universities

Under the guidance of the educational concept of "three-full education" (i.e., education involving all staff, throughout the entire process, and in an all-round manner), the evaluation system for curriculum-based ideological and political education in colleges and universities aims to comprehensively improve students' ideological and political quality as well as their comprehensive literacy. However, in the actual implementation process, this evaluation system still faces many challenges and problems. These mainly include unclear evaluation criteria, a single evaluation method, insufficient diversity of evaluation subjects, strong subjectivity in the evaluation process, and inadequate application of evaluation results. These issues urgently need to be addressed.

Against the backdrop of current educational reforms, curriculum-based ideological and political education has become an important part of higher education and teaching. Constructing a scientific and reasonable evaluation system for curriculum-based ideological and political education is of great significance for improving teaching quality and promoting students' all-round development.

In this system, the evaluation objectives should be consistent with the teaching objectives of curriculum-based ideological and political education, aiming to cultivate students' sense of social responsibility, historical mission, and innovative spirit. Evaluation methods should be diversified, such as case analysis, group discussions, and practical reports, to comprehensively assess students' application ability and innovative thinking. The evaluation content should cover multiple dimensions, including ideological and political quality, moral character, and legal awareness, and run through the entire teaching process. Through assignments, classroom performance, practical activities, and other forms, real-time feedback on students' learning progress can be provided, and teaching strategies can be adjusted in a timely manner. Evaluation results should be announced to students promptly, along with specific suggestions for improvement. Teachers should optimize teaching content and methods based on evaluation results, continuously improve teaching quality, and form a positive cycle of "evaluation-feedback-improvement."

3. Basic ideas, main contents and basic steps for constructing the teaching evaluation system of curriculum ideology and politics in colleges and universities

3.1. Basic ideas

To solve these problems and improve the scientificity and effectiveness of curriculum ideology and politics evaluation, the following solutions are proposed:

First, establish a unified evaluation standard for curriculum ideology and politics. Colleges and universities should formulate practical evaluation standards for curriculum ideology and politics according to their own characteristics and disciplinary requirements. At the same time, it is necessary to strengthen the publicity and training of the evaluation standards to ensure that both teachers and students can clearly understand the evaluation objectives and requirements.

Second, enrich the evaluation methods of curriculum ideology and politics. In addition to traditional examination evaluation, various methods such as classroom discussion, group cooperation, and practical reports can also be used for evaluation. This can help to understand students' ideological and political quality and ability level more comprehensively.

Third, strengthen the application of the evaluation results of curriculum ideology and politics. The evaluation results should not only be used for the assessment of students' academic performance but also serve as an important basis for educational and teaching reform. Through the analysis of the evaluation results, problems and deficiencies in teaching can be found, providing references for improving teaching methods and teaching quality.

Finally, establish and improve the evaluation and supervision mechanism of curriculum ideology and politics. Schools should establish special institutions for evaluating and supervising ideological and political education in courses to supervise and manage the evaluation process. At the same time, teachers and students should be encouraged to actively participate in the evaluation work, put forward opinions and suggestions, and continuously improve the evaluation system.

3.2. Main contents

To continuously deepen the construction of the "three-full education" evaluation system, integrate ideological and political education into daily teaching, and form an all-round and multi-level educational model, it is necessary to construct a scientific, systematic and innovative curriculum ideology and politics evaluation system [3]. This system is not only a key tool to improve the quality of curriculum ideology and politics education in colleges and universities but also an important guarantee to promote the all-round development of students. It aims to realize the in-depth integration of ideological and political education and professional education and cultivate socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics and labor.

3.2.1. Clarity of evaluation objectives and standards

The evaluation objectives of curriculum ideology and politics should be specific and clear, including enhancing students' patriotic feelings, cultivating socialist core values, improving the ability to analyze and solve problems, and promoting all-round development. These objectives should run through the teaching process and become important indicators to measure teaching effects. The evaluation standards should cover multiple dimensions such as teaching content, methods, effects, students' knowledge mastery, ability improvement, and emotional attitude. They should not only examine students' understanding and application of ideological and political knowledge but also pay attention to their performance and growth in practical activities, aiming to improve students' ideological and political quality, national awareness, social responsibility, historical mission, and cultivate innovative spirit and practical ability.

3.2.2. Diversity of evaluation methods

Adopt diversified evaluation methods to ensure the objectivity and fairness of evaluation results, and at the same time stimulate students' learning interest. In terms of form, in addition to traditional written tests, it also includes classroom discussions, group cooperation, social practice, case analysis, etc.; peer evaluation mechanisms can be introduced into team cooperation tasks[4]. In terms of content, it not only focuses on the memory and understanding of knowledge points but also attaches importance to students' recognition of socialist core values and their application ability in real life. Diversified evaluation aims to promote the all-round development of students and help teachers better understand students' needs and provide personalized guidance.

3.2.3. Diversification of evaluation subjects

Evaluation subjects not only include teachers and school managers but also students, parents, community representatives, and industry experts. As direct beneficiaries, students' feedback is particularly important. Establish a multi-dimensional evaluation index system, focusing on students' ideological and political quality, moral character, innovative ability, practical ability, etc. Adopt diversified evaluation methods such as questionnaires, interviews, observations, and project evaluations, strengthen the feedback and application of evaluation results, and adjust teaching plans according to the results.

3.2.4. Fairness and objectivity of the evaluation process

The evaluation process should avoid subjective assumptions to ensure the authenticity and reliability of results. Teachers need to continuously improve their own quality, master scientific teaching methods and evaluation skills, so as to better guide students. Establish a whole-process evaluation mechanism from enrollment to graduation, form closed-loop management, continuously track students' performance, and adjust teaching plans according to phased results. Regular evaluation and comprehensive summary evaluation help to find problems in time and improve teaching quality.

3.2.5. Applicability of evaluation results

Teachers are the main body of curriculum ideology and politics teaching. It is necessary to strengthen the training of teachers, improve their understanding of the importance of evaluation results, and apply the results to teaching practice.

Establish and improve the curriculum ideology and politics evaluation system, combine formative evaluation and summative evaluation, and fully consider students' individual differences. Strengthen the feedback and communication of evaluation results to help students understand their own advantages and disadvantages and provide targeted guidance. At the same time, strengthen communication with parents to pay attention to students' growth together. Innovate teaching methods, create a relaxed and pleasant learning atmosphere, and improve students' ideological and political quality.

3.2.6. Effectiveness of the feedback mechanism

Construct timely and effective feedback channels to ensure that evaluation results are quickly conveyed to teachers and students. Commend and reward those who perform well to encourage them to maintain good performance; provide personalized guidance and support to those who have problems. Schools can set up special consulting departments to answer questions for teachers and students, and use network platforms to release resource information to facilitate communication between teachers and students.

3.3. Basic steps

The construction of an evaluation system for ideological and political education in courses is a systematic and complex process. It aims to promote the in-depth integration of ideological and political education with professional education and enhance students' comprehensive quality through a scientific and reasonable evaluation mechanism. The main steps are as follows:

3.3.1. Clarify evaluation objectives and criteria

The evaluation objectives should be consistent with the teaching objectives of ideological and political education in courses, that is, to cultivate students' sense of social responsibility, historical mission and innovative spirit. On this basis, the evaluation content should cover students' ideological and political quality, moral character, concept of rule of law, cultural literacy and other aspects. A series of specific evaluation indicators can be designed to quantify these abstract concepts, such as the number of participation in community services, the enthusiasm in class discussions, the attention to current hot issues, etc., so as to ensure that the evaluation system is both comprehensive and operable. Through evaluation, we can promote the improvement of students' ideological and political quality and their all-round development, establish the basic principles of evaluation, and build a scientific and reasonable teaching quality assurance system, which includes five levels: "school, college (major), course, teacher, student work", and five systems: "quality concept and goal system, quality standard and system system, quality decision-making and generation system, quality supervision and feedback system, quality assurance and support system". We should establish an evaluation system for teaching objectives, teaching contents and teaching methods, and form a mutually responsive and closed-loop operation guarantee system.

3.3.2. Adopt diversified evaluation methods

Traditional paper-and-pencil tests are difficult to comprehensively evaluate students' ideological and political quality. Therefore, various evaluation methods such as case analysis, group discussion, role-playing, and social practice should be introduced to examine students' practical application ability and innovative thinking. For example, in a course on environmental protection, students are divided into groups to complete a research task and produce a report or speech based on the collected data; or activities such as model United Nations conferences are organized, where participants play the role of representatives of various countries to debate on an international issue, so as to exercise their critical thinking ability and teamwork skills.

3.3.3. Build a dynamic evaluation process

The evaluation of ideological and political education in courses should not be limited to the final exam, but should run through the entire teaching process. Through various forms such as daily homework, classroom performance, and practical

activities, real-time feedback on students' learning progress can be provided, and teaching strategies can be adjusted in a timely manner. This means that teachers need to pay close attention to the growth trajectory of each student and flexibly adjust the teaching content and methods according to their needs. For example, using an online platform to record the changing trend of each student's grades, and taking immediate measures to intervene once someone shows a significant decline; or holding special lectures to answer some common problems.

3.3.4. Establish multiple evaluation subjects

The evaluation of ideological and political education in courses should not only be carried out by teachers, but also include multiple subjects such as students' self-evaluation, peer evaluation and social evaluation. This can more comprehensively reflect students' learning situation and improve the objectivity and fairness of the evaluation. For example, students are encouraged to regularly write personal reflection reports to record changes in their ideological growth; at the same time, experts from different industries are invited as external reviewers to participate in the evaluation of some projects to increase the diversity of perspectives.

3.3.5. Build a dynamic evaluation process

The evaluation of ideological and political education in courses should not be limited to the final exam, but should run through the entire teaching process. Through various forms such as daily homework, classroom performance, and practical activities, real-time feedback on students' learning progress can be provided, and teaching strategies can be adjusted in a timely manner. This means that teachers need to pay close attention to the growth trajectory of each student and flexibly adjust the teaching content and methods according to their needs. For example, using an online platform to record the changing trend of each student's grades, and taking immediate measures to intervene once someone shows a significant decline; or holding special lectures to answer some common problems.

3.3.6. Improve evaluation results

The evaluation results should be announced to students in a timely manner, and specific improvement suggestions should be provided. At the same time, teachers should adjust teaching contents and methods according to the evaluation results to improve teaching quality. To this end, special consultation windows can be set up for teachers and students to communicate and solve problems encountered in the learning process; regular experience sharing meetings can also be held to invite outstanding graduates to return to school to tell their stories and inspire current students to make continuous progress.

3.3.7. Build a sound evaluation system

(1) Organizational management. Set up school and college-level leading groups for ideological and political education in courses, formulate school implementation plans for ideological and political education in courses, and set up special funds for ideological and political education in courses; incorporate the construction of ideological and political education in courses into the assessment of school party building work, with specific indicators including the completion rate of annual work plans for ideological and political education in courses, the compliance rate of fund use, etc. (2) Professional construction. The teaching syllabus must reflect "elements of ideological and political education in courses", the talent training program must reflect the educational requirements of ideological and political education in courses, set up research projects on ideological and political education in courses, publish research results on ideological and political education in courses, and establish a practical education platform for social services relying on professional resources. Specific indicators include the coverage rate of ideological and political elements in the teaching syllabus, the compliance rate of ideological and political requirements in the talent training program, the number of published research results, etc. (3) Course teaching. Establish a system for secondary colleges in the school to integrate ideological and political elements into the collective lesson preparation process, promote textbook construction and ideological and political education in courses simultaneously, compile school-level teaching resource guides for ideological and political education in courses, and include contents of ideological and political education in courses in teaching evaluation and learning evaluation. Specific

indicators include the completion rate of synchronous construction of ideological and political elements in textbooks, the number of compiled teaching resource guides, the proportion of ideological and political contents in teaching evaluation and learning evaluation, etc. (4) Team building. Carry out special education and training on teachers' ethics and styles, establish a working mechanism or system of "pairing up" and "mentoring" between ideological and political course teachers, professional course teachers and public basic course teachers, and organize activities such as school-level lectures, essay competitions, teaching achievement exhibitions, awards and evaluations for ideological and political education in courses. (5) Student development. Focus on evaluating students' satisfaction with the school's ideological and political course teaching, graduates' satisfaction with the school, and employers' satisfaction with graduates. Promote teaching work based on quality standards, with teaching auxiliary departments cooperating closely to provide solid support for teaching; school and college supervisors go deep into classrooms to accurately assess teaching quality; teaching assistants timely feedback the dynamics of the teaching front line to promote teaching and learning. Through a series of measures, effectively improve teaching quality and effect, form a quality improvement closed-loop mode of "regular collection - real-time feedback - rectification and construction - tracking and implementation", and strongly guarantee the improvement of education and teaching quality.

4. Research on the evaluation system of curriculum ideological and political education in colleges and universities: characteristics and innovations of academic views and thoughts, practical application value and outcomes

4.1. Academic views

The construction of the curriculum ideological and political education evaluation system should be based on clear evaluation objectives and principles. These objectives and principles should reflect the core values of curriculum ideological and political education, namely cultivating students' sense of social responsibility, historical mission, as well as correct world outlook, outlook on life and values. On this basis, the evaluation system should cover multiple dimensions such as teaching content, teaching methods, and teaching effects to ensure the comprehensiveness and systematicness of the evaluation.

The curriculum ideological and political education evaluation system should focus on the combination of process-oriented evaluation and result-oriented evaluation. Process-oriented evaluation pays attention to teacher-student interaction, students' participation, and innovation in teaching methods during the teaching process, while result-oriented evaluation focuses on the demonstration of students' learning outcomes, such as the transformation of ideological concepts and the cultivation of behavioral habits. Through this combination, the quality and effect of curriculum ideological and political education can be reflected more comprehensively.

4.2. Characteristics and innovations of academic thoughts

Construct an evaluation system for ideological and political courses featuring "four integrations": integration of ideological and political education with professional education, in-class and out-of-class, on-campus and off-campus, and online and offline. Adhere to one goal: fostering virtue through education; focus on three key points: closely following the talent training program, curriculum syllabus, and classroom teaching practice to implement the requirements of ideological and political work; consolidate three stages: connecting the first classroom, the second classroom, and the third classroom, and building a "multi-subject, diversified, cross-border integrated" theoretical and practical teaching system for the great ideological and political course.

Carry out special work on curriculum ideological and political education to comprehensively deepen the evaluation content of curriculum ideological and political teaching. Firstly, set up model majors for curriculum ideological and political education; secondly, set up model courses for curriculum ideological and political education; thirdly, set up special research projects on curriculum ideological and political education; fourthly, hold teaching competitions on curriculum

ideological and political education; fifthly, hold essay contests on curriculum ideological and political education; sixthly, organize the application for curriculum ideological and political education achievements.

4.3. Practical Application Value and Outcomes

The construction and implementation of the curriculum ideological and political education evaluation standard system are applied to the teaching evaluation of curriculum ideological and political education in our university. The core lies in that the curriculum ideological and political education evaluation emphasizes the comprehensive inspection of students' ideological and political quality. Through such an evaluation system, it can effectively promote the improvement of students' comprehensive quality and cultivate compound talents with both professional skills and social responsibility.

Disclosure statement

The author declares no conflict of interest.

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