

Research on the Teaching Evaluation of Situation and Policy in Higher Vocational Colleges under the Perspective of the Integration of Industry and Education

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Abstract:

The “Situation and Policy” course is the main battlefield for implementing ideological and political education in higher vocational colleges and an important way to enhance students’ ideological and political literacy. To improve the overall effectiveness of the course education and explore its practical application value, it is necessary to fully grasp the requirements of industry-education integration and optimize and improve the course teaching evaluation, thereby promoting the further development of the course. Based on this, this paper first elaborates on the relevant content of industry-education integration, then analyzes the specific models of course teaching evaluation, and finally puts forward evaluation suggestions, with the aim of providing references for subsequent research in this field.

Keywords:

Integration of industry and education
Higher vocational colleges
Situation and policy
Teaching evaluation

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1. Introduction

The construction of the “Situation and Policy” course is a challenging task. With the continuous innovation of educational concepts in our country, the teaching problems of the “Situation and Policy” course have become increasingly prominent. To get out of this predicament, it is necessary to start from the course evaluation, adopt a brand-new evaluation model to optimize the course teaching, and effectively enhance the overall teaching level by building a complete evaluation

system and combining it with specific teaching needs, thereby promoting the further development of the course. At the same time, it is also necessary to grasp the specific requirements of industry-education integration and strengthen the teaching quality of the course. Therefore, the research of this article has certain practical significance.

2. Overview of the integration of production and education

2.1. Connotation

The system of integration of production and education is a system that promotes the common development of industry, education and scientific research by strengthening the combination of production, learning and research, and has important application value. With the development of economic integration in the world and the coming of the information age, the integration of production and education has been paid more and more attention by all countries in the world, and its application value is becoming more obvious. The essence of the integration of production and education is to combine teaching with the actual industry, make teaching closer to the actual production and life, promote colleges and universities to export talents more effectively, and let enterprises get more professional human resources support. Through the integration of industry and education, higher vocational colleges and other units will cooperate with enterprises, industries or social institutions to jointly train talents, and establish long-term scientific research cooperation and technology promotion relations, to provide students with certain practical learning opportunities, to improve their ability and better meet the needs of enterprises and society. In the process of implementing the integration system of production and education, the two aspects of production and learning should be effectively combined and scientifically divided so that they can play to their respective advantages. Enterprises should provide practical, basic data and information support for colleges and universities according to practical problems and industry needs. In the field of education, support should also be given to personnel training, scientific research, and innovation ^[1]. In the process of cooperation, the two sides can improve each other and achieve the effect of complementary advantages. The integration of industry and education is an effective driving force to promote the development of the industry, promote the progress of science and technology, and enhance the core competitiveness of enterprises. Through the integration of industry and education, it is conducive to cultivating high-quality talents who are more in line with the needs of the industry, realizing scientific and technological progress,

promoting industrial transformation, and driving local economic development. But at the same time, it is not easy to promote the integration of industry and education. One of the keys to success is that both parties need to understand each other, reach an agreement, and form a healthy cooperative relationship. On this basis, a sound cooperative education and evaluation system should be further constructed to provide a guarantee for the smooth progress of the joint training of professional talents. In addition, it is also necessary to promote the effective implementation of the integration system of industry and education from three aspects: guidance, coordination and support ^[2].

2.2. Current situation and challenges

In the current background of industrial upgrading, there is an urgent need for high-quality professional and technical personnel as support. To this end, the development model of industry and education as the link to the needs of the industry and the cultivation of talents is gradually being implemented, and highlights the good application value. But at the same time, there are still many problems in the process of deepening the integration of industry and education ^[3].

From the current situation, the introduction of several relevant policy documents, such as the “Several Opinions on Deepening the Integration of Industry and Education,” has created favorable policy conditions for the combined development of industry and education. At present, colleges and universities all over China are actively carrying out school-enterprise cooperation, through establishing good cooperative relations with enterprises, jointly building internship bases, creating modern apprenticeship pilots, providing students with a full range of professional training, and obtaining obvious results. At the same time, more and more enterprises also participate in the integration of production and education, establish a cooperative training model with relevant higher vocational colleges, build a complete practical training and teaching system of higher vocational colleges, improve the comprehensive quality of graduates of higher vocational colleges, recruit high-quality professionals for themselves, and effectively enhance their strength ^[4].

At the same time, the integration of production and

education also faces certain challenges. First, institutional barriers are still an important reason for hindering the integration of industry and education. At present, school-enterprise cooperation is still in a shallow state, without forming a solid cooperation mechanism, especially in the protection of property rights and the distribution of interests, the two sides are easy to have disagreements, affecting the further development of the integration of industry and education. Second, there is a serious imbalance in the distribution of educational resources, that is, high-quality resources are excessively inclined to famous universities and developed regions, and most ordinary higher vocational colleges are difficult to obtain enough resources, difficult to promote talent training, and unable to meet the requirements of society for all kinds of talents. Third, there is a serious shortage of “double-qualified” teachers, which seriously restricts the further improvement of education quality. In addition, some parents and students in higher vocational colleges have misunderstandings about higher vocational education and look down on it in their hearts, which is not conducive to the development of vocational education^[5].

Although the integration of production and education in China has achieved some results, there are still some problems that make it impossible to further develop the integration of production and education. In the future, it is also necessary for the government, schools, enterprises and all sectors of society to work together to discuss the problems arising in the implementation of the integration system of production and education, effectively optimize the allocation of resources, and strengthen the training of “double-qualified” teachers, meet the needs of teachers, and push the integration of production and education to a higher level of development, so as to meet the needs of social development for talents.

3. The current situation in higher vocational colleges and the problems existing in the policy course evaluation

The course of “Situation and Policy” in higher vocational colleges is an important platform to carry out the fundamental task of cultivating morality and cultivating students’ political literacy. However, with the deepening of the reform of vocational education and the requirement

of “three whole education,” the traditional teaching evaluation model has increasingly exposed structural contradictions and is not adapted to the educational goals in the new era. These models have problems such as single evaluation subject, fragmented evaluation indicators and mechanical evaluation methods, which are difficult to meet the needs of modern vocational education reform and the cognitive development law of post-00s vocational students, resulting in a structural imbalance in the educational effectiveness of the course^[6].

3.1. Structural defects existing in the evaluation system

The current evaluation system of the “Situation and Policy” course has the characteristics of “triple and triple light”: emphasizing knowledge evaluation and neglecting value guidance; attaching importance to the evaluation of results and despising the diagnosis of process; attaching importance to quantitative statistics and despising qualitative analysis. For example, the evaluation mainly focuses on students’ mastery of the course content, while ignoring the cultivation of core values such as political identity and national pride. The problem is further exacerbated by administrative bias in the assessment body. The uniform standards set by the education authorities conflict with the need for institutions to train talents for the needs of the industry. Key stakeholders, such as industry, business and parents, have minimal involvement in assessment, resulting in a rigid “government-led, school-implemented” model that fails to capture the social relevance of the curriculum.

3.2. Practical challenges in technical implementation

3.2.1. Evaluation indicators of fragmentation

Most institutions mechanically adopt the evaluation template of professional courses, applying a rigid framework: class participation (20–30%) (attendance, class performance, group discussion); Work (20–30%); Final exam (50%) (usually standardized test or practice report). This structure emphasizes rote memorization while ignoring the internalization of values, fails to evaluate the integration of ideological and political elements, and fails to systematically improve students’ political literacy^[7].

3.2.2. Assess the digital divide in innovation

Although online assessment systems have been introduced, data collection remains superficial (e.g. attendance, test scores) and there is a lack of analysis of students' digital behaviour or emotional engagement. Most platforms only record basic data without establishing a "data collection-intelligence-feedback loop," resulting in technical enablement becoming a mere formality^[8].

3.2.3. The dual disconnect between the institutional constraints and the evaluation results

The results of the evaluation are mainly used to review teacher performance, rather than to improve teaching. One school's three-year review, for example, revealed that 67 percent of recommendations for improvement were repetitive, such as vague recommendations to "enhance classroom interaction" or "improve teaching methods." This "evaluation for evaluation's sake" approach reduces the evaluation system to a management tool rather than a tool for development^[9].

In addition, there is a lack of a unified mechanism between education authorities, institutions and industry to link assessment criteria. The contradiction between "multiple regulations" and "regulatory gaps" hinders systemic reform. For example, in the context of the integration of industry and education, the actual needs of enterprises for courses and the requirements of students' vocational abilities are not fully integrated into the evaluation system, resulting in a disconnect between courses and market demand^[10].

4. The application of teaching evaluation methods of the "Situation and Policy" course in higher vocational colleges from the perspective of production-education integration

4.1. Course design stage

In the teaching design of the "Situation and Policy" course, it is necessary to effectively implement the content of teaching evaluation. A good teaching design can improve the overall teaching effect and ensure the effectiveness of the course implementation. At the same time, from the perspective of the integration of production

and education, it can also meet the needs of professional personnel training. In the teaching process of "Situation and Policy," the participants in the design stage mainly include curriculum design managers and practical operators. Design background, leadership management authority allocation, design plan, design process, and design results evaluation are the main evaluation content, among which design results evaluation is the most critical, which can be divided into three types.

First of all, in terms of impact and effectiveness evaluation, the actual needs of students are mainly taken into account. It is necessary to confirm whether the overall design of the course is consistent with students' learning needs, and optimize and improve the design scheme based on students' opinions to ensure that the design scheme can have good educational value. Secondly, in terms of sustainability evaluation, it is necessary to judge the operability and feasibility of the design scheme by referring to the opinions of different groups in the university, including the staff group, the student group, and the leadership group. Finally, in the aspect of extensibility evaluation, we pay attention to whether the "Situation and Policy" course design scheme can be popularized and used in other universities, and evaluate its applicability. Each stage of the course "Situation and Policy" needs to carry out a reasonable evaluation, to judge the implementation effect of the course and whether it meets the needs of the integration of industry and education, and provide effective support for the follow-up of the course^[11].

4.2. Curriculum implementation stage

After the design of the curriculum, it is necessary to strictly carry out teaching evaluation in the implementation stage of the curriculum, and verify whether the design is scientific and reasonable in the teaching process. Considering the requirements of the integration of production and education, adjustments should be made based on the actual situation. At this stage, it is necessary to effectively allocate educational resources for teaching activities, and evaluate the effect of classroom implementation by combining various indicators, including teachers' teaching ability and professional quality, as well as students' learning interest, basic ability, and classroom performance. The evaluation

content of “Situation and Policy” course implementation stage mainly includes the evaluation of teaching content, teaching activities, teaching management, teaching environment, etc., to judge whether the teaching content is reasonable, whether the teaching activities are implemented, whether the teaching management is powerful, and whether the teaching environment is perfect. At the same time, it is also necessary to evaluate the teaching implementation results from three aspects: First, in terms of impact and effectiveness evaluation, it is necessary to judge whether students understand the course content during class, whether the feedback information is timely and effective, and whether the teaching of teachers meets the curriculum standards and requirements. At the same time, the advantages and disadvantages of curriculum teaching activities should be objectively evaluated to confirm whether curriculum resources have been effectively utilized^[12]. Secondly, in terms of sustainability evaluation, it is necessary to collect the opinions of teachers and students on the curriculum, determine the specific needs, and improve the curriculum design scheme. Finally, in terms of extensibility evaluation, appropriate promotion should be carried out according to the merits and disadvantages of the curriculum plan, and the teaching differences with other colleges and universities should be judged to confirm whether it meets the requirements of integrated education between industry and education^[13].

4.3. Course assessment stage

The assessment stage mainly involves the summary of the teaching situation of the course. The purpose is to judge whether the teaching program can meet the requirements of the course standards, and whether it can promote the further development of the integration of production and education. At the same time, the ability cultivation of students in the learning process is evaluated, based on which the teaching plan is adjusted. The evaluation of

the assessment stage of the “Situation and Policy” course includes assessment management, assessment methods, assessment process, and assessment results^[14]. In terms of assessment results, the key points are as follows: First, in terms of impact and effectiveness evaluation, it is necessary to evaluate whether the assessment can promote students’ learning and improve their ability to grasp and use knowledge, and confirm the opinions of teachers and students on the course assessment^[15]. Secondly, in terms of sustainability evaluation, the evaluation steps are consistent with the teaching rules of the course, and whether the content is appropriate. Finally, in terms of extensibility evaluation, whether the evaluation content can be applied to the assessment work of other colleges and universities can optimize the specific assessment process. In this way, the overall teaching effect of the “Situation and Policy” course can be improved, and students’ professional ability and overall quality can be further enhanced under the requirements of the integration of production and education to provide high-quality talents for enterprises^[16].

5. Conclusion

According to the analysis and research of this paper, in order to improve the overall effect of the “Situation and Policy” course education and tap the practical application value of the course from the perspective of the integration of production and education, it is necessary to fully grasp the requirements of the integration of production and education, optimize and perfect the course teaching evaluation, and thus promote the further development of the course. Based on this, this paper mainly analyzes the three stages of curriculum design, curriculum implementation and curriculum assessment, and puts forward appropriate evaluation suggestions, hoping to provide certain reference value.

Disclosure statement

The author declares no conflict of interest.

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