

Construction of Evaluation Index System for the Integration of Ideological and Political Education and Specialized Courses Teaching in Universities

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Abstract

It has become an essential priority to comprehensively advance the ideological and political construction of professional courses in Chinese universities, enhance the quality of personnel training, and cultivate well-rounded professionals grounded in strong moral principles. In pursuit of this objective, the integration of ideological and political education within curricula at higher education institutions has gained substantial momentum, yielding a series of commendable research outcomes and numerous exemplary cases. However, existing studies on teaching evaluations that merge curriculum ideological-political education with professional courses remain largely exploratory, lacking a systematic and cohesive evaluation index system. This paper employs literature review methodologies, questionnaire surveys, teacher-student interviews, and expert consultations to thoroughly identify key issues present in the evaluation indices for ideological-political teaching within professional courses at higher education institutions. It systematically analyzes the underlying causes contributing to these challenges while preliminarily formulating an evaluation index for such instruction. Utilizing the Delphi method, 20 experts were invited to engage in three rounds of consultation regarding the preliminary evaluation index; their feedback was integrated into subsequent revisions. Ultimately, an evaluation index system integrating ideological-political courses with professional disciplines was established comprising seven first-level indicators and 32 second-level indicators. This evaluation index system serves as a valuable reference for developing assessment frameworks for ideological-political teaching within professional courses at higher education institutions while fostering improvements in teachers' pedagogical effectiveness.

Keywords

College specialized courses; Course thinking; Teaching evaluation index system; Delphi method.

1. Introduction

The ideological-political teaching of specialized courses breaks the limitation of traditional teaching in the time and space, and organically unifies students' professional knowledge learning, ability training and value shaping. In March 2019, General Secretary Xi emphasized in his important speech at the symposium of ideological and political theory teachers in schools that the ideological and political work in universities is related to the fundamental issue of what kind of people universities cultivate, how to cultivate them, and for whom to cultivate them[1]. We must adhere to the central link of moral education, integrate ideological and political work into the entire process of education and teaching, and achieve full process and all-round education. Subsequently, in May 2020, the Ministry of Education issued the "Guidelines for the

Construction of Ideological and Political Education in Higher Education Curriculum" (hereinafter referred to as the "Guidelines"), which explicitly called for a nationwide promotion of comprehensive construction efforts pertaining to ideological and political education across all universities and disciplines[2-4]. Regarding professional courses offered by universities, it is essential to delve deeply into exploring and refining their inherent ideological values as well as spiritual connotations embedded within their knowledge systems. Furthermore, it is crucial to scientifically expand both breadth and depth while also considering emotional engagement within these courses; augmenting their knowledge-based content with humanistic elements; enhancing their leadership qualities along with timeliness; fostering an atmosphere conducive to openness. Since then, there has been vigorous implementation of constructing ideological and political education within university courses resulting in numerous commendable research outcomes alongside several exemplary cases[5-6].

However, the development of ideological and political education within various academic disciplines in higher education institutions primarily focuses on establishing theoretical frameworks, implementing pathways, and researching enhancement strategies[7-10]. The exploration of integrating ideological and political education with professional courses in teaching evaluation remains in an active phase; thus, a systematic and cohesive operational mechanism for teaching evaluation has yet to be established, particularly regarding a comprehensive and effective set of evaluation indicators. The evaluation index system is fundamental to the teaching evaluation of ideological and political education courses. It serves as the primary basis and standard for conducting evaluative work, directly influencing its scientific rigor, rationality, and standardization[11]. Consequently, determining how to construct a scientifically sound and reasonable evaluation index system that integrates ideological and political education with specialized courses in higher education has become a significant topic in contemporary evaluations of course-based ideological-political education.

2. Analysis of the Problems for the Teaching Evaluation Index System from the Perspective of Ideological-Political Education

To attain a comprehensive understanding of the current state of the teaching evaluation index system for professional courses in higher education through the lens of curriculum ideological and political education, relevant thematic studies were conducted utilizing literature reviews, questionnaire surveys, teacher-student interviews, and expert consultations. The findings of the study indicate that notable difficulties remain in establishing the teaching evaluation index system when viewed through the lens of curriculum ideological and political education. These challenges encompass a lack of thorough analysis of ideological and political components, an oversimplified design of evaluation indices, insufficient dynamic assessment measures, and inadequate acknowledgment of students' contributions within the evaluation structure.

The subsequent analysis examines its attribution.

2.1. Lack of Evaluation Indexes in Developing Ideological-Political Elements

The design of the teaching evaluation index for professional courses in higher education institutions, analyzed through the framework of curriculum ideological and political education, represents a complex process that integrates both theoretical and practical dimensions, directly influencing the scientific validity and rationality of evaluation results. However, recent surveys reveal that many colleges and universities tend to employ an overly broad and generalized methodology when developing ideological and political evaluation indicators for professional courses, neglecting to thoroughly explore the value implications and spiritual connotations inherent within their knowledge systems. The formulation of these evaluation indicators often consists merely of appending ideological and political criteria onto existing

assessment frameworks. In practice, teaching evaluation scales are frequently utilized to superficially incorporate these ideological components during either the 'introduction' phase at the beginning or the 'summary' section at the end of classroom instruction. As a result, corresponding ideological and political evaluation indicators are not effectively integrated into essential teaching elements such as 'teaching objectives, content delivery, instructional methods,' etc., which not only indicates a low level of integration between curriculum ideological concepts and professional course instruction but also contradicts the fundamental objective outlined in Article Six regarding integrating curriculum ideological education throughout all phases of classroom teaching development. This misalignment obstructs efforts to cultivate high-quality interdisciplinary talents endowed with both competence and capability. Therefore, it is essential and pressing to thoroughly investigate the ideological and political components embedded within professional courses and to create a holistic evaluation index system for ideological and political education across all phases of professional course delivery.

2.2. Lack of Multidimensional and Systematic Evaluation Indexes

The current condition of the evaluation index system for curriculum ideological and political education highlights several challenges, including a limited range of evaluation dimensions and inadequate systematic coherence. Specifically, in terms of evaluation dimensions, the existing indicators are often somewhat restricted in scope, primarily focusing on assessing students' cognition and understanding related to aspects such as patriotism, craftsmanship spirit, and professional ethics. This emphasis frequently neglects other essential dimensions such as scientific reasoning, personal development, legal awareness, Chinese cultural values and ethos, as well as the contributions of science and technology to national service.

This phenomenon can be attributed to the tendency of professional course studies in colleges and universities, which are rooted in traditional educational paradigms, to adopt a more passive approach toward the acquisition of theoretical knowledge and the development of practical skills. As a result, there exists a significant deficiency in active scientific thinking—encompassing critical judgment, historical awareness, and innovation. Scientific thinking not only plays a vital role in cultivating students' innovative abilities and problem-solving competencies but also serves as an essential strategy for advancing ideological and political education within higher education institutions. Therefore, the evaluation index for scientific thinking should be incorporated into the framework of the ideological and political evaluation system for professional courses. The survey indicated that the existing ideological and political evaluation index system for professional courses in higher education institutions rarely considers the ideological and political aspects associated with personal accomplishment and legal awareness. Personal accomplishment includes moral integrity, cultural literacy, cognitive skills, and emotional regulation—factors that closely correspond to the ideological values and spiritual essence derived from an in-depth examination of professional knowledge as well as a broadening of the humanities within these courses, as delineated in pertinent guidelines. Incorporating the evaluation of personal accomplishment into the ideological and political teaching index system for professional courses in higher education institutions is essential. This integration not only enhances the overall employment competitiveness and brand value of these institutions but also better prepares students to adapt to future workplace environments, showcasing exemplary character and professional ethics. Furthermore, law serves as a vital instrument for maintaining social order and safeguarding public interests, playing a significant role in college-level professional curricula. The legal knowledge embedded within these courses assists students in understanding national laws, regulations, and industry standards while promoting their awareness of compliance with legal norms. Additionally, it fosters their ability to critically evaluate the rationality and justice of various situations. By acquiring an in-

depth understanding of legal principles, rules, and the ethical considerations inherent in engineering practices, students can more effectively comprehend their societal responsibilities and learn how to apply their acquired professional knowledge for community service. Therefore, both personal accomplishment and legal education are indispensable components of the ideological and political education evaluation index system for professional courses. Moreover, concerning systematic evaluation, current indicators lack integrity and scientific rigor; there remains a need for a robust theoretical framework or methodological system to support effective implementation.

2.3. Lack of Continuous and Dynamic Evaluation Indexes

The new educational concept of curriculum ideological and political education has been progressively integrated into various professional courses in colleges and universities. However, the corresponding evaluation index system remains underdeveloped. Currently, most evaluation indices for curriculum ideological and political education are summative in nature, primarily focusing on assessing students' outcomes related to value guidance, professional quality enhancement, and ability development. Consequently, there is insufficient emphasis on process-oriented and dynamic evaluations, which significantly hinders the optimization of ideological and political teaching objectives as well as the maximization of teaching effectiveness in professional courses. On one hand, the ideological and political practices integrated into professional courses precede evaluation efforts. While numerous researchers have made significant contributions to the pedagogy of these practices, investigations into the evaluation system for teaching resources, teacher quality, instructional design, and implementation effectiveness remain in a nascent stage; notably, the evaluation index system requires further enhancement. Conversely, the existing evaluation index system for curriculum ideological and political education that considers processes and dynamics is inadequate. There is a lack of national or industry-specific evaluation standards and benchmarks for reference, which complicates evaluators' ability to establish suitable assessment indices. Consequently, this hinders the advancement of process-oriented and dynamic evaluation indices for curriculum ideological and political education.

2.4. Lack of Student-Oriented Evaluation Indexes

As a vital evaluation entity, students should be recognized as primary participants in the ideological and political assessment of curricula. However, in practice, the evaluation indices for curriculum ideological and political education disproportionately emphasize the predominant role of teachers, primarily concentrating on assessing their awareness and competencies related to curriculum ideological and political education, as well as their exploration and application of ideological and political elements within professional courses. This approach inadequately addresses students' evaluations of their own comprehension, learning experiences, and practical engagement with curriculum ideological and political concepts. This leads to an inadequate comprehensive evaluation of curriculum ideological and political education, significantly obstructing the objective measurement of its implementation effectiveness. The survey revealed several factors that contribute to the insufficient representation of students' central role in the design of evaluation indicators for curriculum ideological and political education. Some researchers suggest that the erosion of students' primary position and a tendency towards 'one-way indoctrination' are internal factors contributing to this issue. Others argue that a lack of conceptual understanding, awareness, and competencies among those designing evaluation indices results in an undervaluation of students' status as subjects. Furthermore, some scholars highlight that evaluators often have an insufficient grasp of both the concepts and practices related to curriculum ideological and political assessment, leading to an overemphasis on teacher-centered evaluations. Additionally, it has been observed that current evaluation indices lack clarity; they primarily focus on

assessing teachers rather than fulfilling their fundamental purpose: evaluating students' personal growth and quality improvement.

Table 1. Construction of Evaluation Index System for the Integration of Ideological-Political Education and Specialized Courses Teaching in Universities

Goal layer	First grade indexes	second grade indexes
Construction of evaluation index system for the integration of ideological and political education and specialized courses teaching in universities	Course objectives	Knowledge objectives
		Capacity objectives
		Value objectives
	Teaching content	The proportion of ideological and political content in curriculum
		Knowledge imparting and value shaping
		Degree of matching with the course objectives
		Degree of matching with the talent training program
	Teaching entities	Degree of matching with the syllabus
		Political accomplishment
		Professional quality
		Teaching Ideas
	Thought political material	Teaching ability
		Degree of matching with the teaching content
		Extensiveness of materials
		Inspirational and interactive
		Embodying core values
		Good knowledge transfer
	Ideological politic elements	Certain practical significance
		Excavate the ideological and political elements contained in professional courses
		The organic connection between professional courses and excellent culture
		The degree of integration of social hot topics and professional course teaching
	Teaching practices	The matching degree of the fundamental purpose of moral education
		The richness of teaching content
		Reasonable selection of teaching methods
		Students' participation level
	Teaching effectiveness	Teaching assessment methods
		Achievement of curriculum objectives
		The effect of curriculum ideological and political integration
		Teaching effect of teachers
		Student learning effectiveness
Teaching reflection		
	Teaching feedback	

3. Construction of an Ideological-Political Evaluation Index System in College Specialized Courses

This study is based on the Delphi method to construct an evaluation index system. To guarantee the objectivity, comprehensiveness, and scientificity of expert opinions, a total of 20 relevant experts from 5 universities including Zhengzhou University of Industrial Technology were invited, including 5 professional course teachers with rich teaching experience, 3 ideological and political course teaching masters, 3 course ideological and political research experts, 3 full-time teaching supervisors, 2 administrative management personnel, 2 class counselors, and 2 school enterprise cooperation management personnel. Among them, there are 10 senior professional titles, 6 deputy senior professional titles, and 2 lecturers. The preliminary design of the evaluation index system is distributed to the invited experts through email, WeChat, and other communication channels. After three rounds of consultations, experts are consistently encouraged to offer feedback or suggestions regarding the evaluation index system. Informed by this input, modifications and enhancements are implemented, ultimately culminating in a more sophisticated evaluation index system for integrating ideological and political education with professional courses in higher education institutions, as showed in Table 1.

4. Conclusion

This study investigates the development of an evaluation index system designed to integrate curriculum ideological and political education with professional courses in higher education institutions. A comprehensive analysis of the current state of this evaluation index system revealed several primary issues related to its construction. These issues can be classified into four key areas: insufficient exploration of ideological and political elements, oversimplification in the design of evaluation indices, a lack of dynamic assessment metrics, and inadequate emphasis on students' central role within the evaluative framework. The underlying causes are systematically examined. Building upon this foundation, a preliminary teaching evaluation index was developed. Employing the Delphi method, 20 relevant experts from diverse colleges and universities were invited to participate in three rounds of consultations, during which their feedback and suggestions were thoroughly collected. Following iterative modifications and enhancements, a more sophisticated teaching evaluation index system for integrating curriculum ideological and political education with professional courses was ultimately established. This system comprises seven first-level indicators—such as curriculum objectives, teaching content, and instructional subjects—and 32 second-level indicators—including knowledge objectives, skill objectives, and value objectives. The constructed evaluation index system provides a valuable reference for further research or implementation of ideological and political teaching evaluations within professional courses at higher education institutions.

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