

# The Teaching Practice of "Curriculum Ideology and Politics" in Applied Colleges and Universities Based on Teaching Effect Evaluation - Take Professional Basic Courses of Economics and Management as An Example

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**Abstract**

"Curriculum ideology and politics" is the development direction of college education at present. In the reform of professional curriculum ideology and politics education, how to reasonably evaluate the teaching effect of "curriculum ideology and politics" and comprehensively improve the effectiveness of "curriculum ideology and politics" education is a practical problem to be solved urgently. Based on the background of application-oriented colleges and universities, we discuss the significance and design principles of applying formative assessment to the teaching effect evaluation of "curriculum ideology and politics", and explores how to apply it to professional basic courses of economics and management majors as an example, so as to effectively play the positive role of formative assessment and "curriculum ideology and politics". This paper will enhance the educational functions of university courses in imparting knowledge, developing abilities, cultivating emotions and practicing responsibility.

**Keywords**

Application-oriented university; Curriculum ideological and political; Effect evaluation

**Cite This Article**

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## Introduction

"Curriculum ideology and politics" is the main battle position of college education at present, and classroom is the main channel of ideological and political work. Especially in the diversified teaching environment, how to hold students' ideological front has become the core issue of increasing concern in college education<sup>[1]</sup>. At the 2016 National Conference on Ideological and Political Work in Colleges and Universities, general secretary Xi Jinping pointed out that "all kinds of courses should be in the same direction as ideological and political theory courses to form a synergistic effect." In addition, in 2018, the Ministry of Education issued "The Notice on Implementing the Spirit of the National Conference on Undergraduate Education in Colleges and Universities in the New Era", requiring strengthening undergraduate education efforts, effectively increasing the quality of curriculum teaching, and improving the curriculum evaluation and assessment system. In this regard, the comprehensive promotion of the coordinated development of professional courses and ideological and political theory courses, the reasonable and effective implementation of undergraduate education curriculum assessment, organic integration of ideological and political education has become a new field and important content of current ideological and political education, and is a new topic confronted by colleges and universities in the new situation. Throughout the existing studies, there are abundant researches on "curriculum ideology and politics" in colleges and universities<sup>[2]</sup>, but there are few researches on "curriculum ideology and politics" in applied colleges and universities, especially in the aspects of enhancing curriculum teaching quality and completing curriculum evaluation and assessment system. In this regard, from the perspective of application-oriented colleges and universities, this paper will explore how to effectively promote the teaching effect of "curriculum ideology and politics" through practical teaching, and provide a reference perspective for the construction and improvement of teaching effect evaluation system.

### **The significance of formative assessment applied to the teaching effect evaluation of "curriculum ideology and politics"**

**It is an important way to promote students' independent learning, improve students' comprehensive quality, and scientifically evaluate students' learning effect and ability cultivation**

As an important link of teaching quality control, how to correctly, rationally and effectively use curriculum assessment is the focus of educators' exploration and practice. Compared with Summative assessment, Formative assessment is an important component of Process assessment<sup>[3]</sup>. Paying attention to the decomposition of teaching effect evaluation and learning effect evaluation into the whole teaching process can not only timely supervise and guide students' mastery of knowledge level and cultivation of comprehensive application ability, but also effectively enhance students' learning initiative and improve the phenomenon of bad learning and examination. However, in the current professional courses of colleges and universities, the Summative assessment proportion (weight 70-80%) is mostly final evaluation. Although Formative assessment is common, it tends to be formalized and less effective obviously. The assessment mode has many drawbacks such as difficult to realize the original intention of moral education, biased evaluation results, difficult to improve teaching effects, and easy to mislead students' study and examination<sup>[4]</sup>. It is an inevitable trend of college teaching evaluation to carry out the reform of assessment mode comprehensively.

**It is the basis of effective and successful teaching and an important means to improve the effect of ideological and political education in professional courses**

China has always attached great importance to the evaluation of ideological and political education. In 2004, the central committee of the communist party and the state council issued "Opinions on Further Strengthening and Improving Ideological and Political Education of College Students", pointing out that the work of ideological and political education of college students should be included in the evaluation system of party building and education and teaching in colleges as an important indicator to assess the quality and level of college running [5]. Since 2017, the construction of "curriculum ideological and political education" has been fully carried out in colleges and universities across the country. Practice has proved that it has practical effects in further enhancing teachers' moral awareness, strengthening professional ethics and teaching morality, promoting the construction of professional courses, and effectively helping students establish core values. It is a fundamental measure for schools to achieve connotative development. It is an important guarantee for the success of the implementation of "curriculum ideology and politics". However, the existing evaluation standards of colleges and universities cause difficulties in practical work, and ideological and political education is often ignored because its effect measurement is not easy to operate.

The orientation of application-oriented colleges and universities is to cultivate application-oriented talents who meet and adapt to the needs of the times and social development, and their foothold should be attributed to the word "application" [6]. However, the construction of "curriculum ideology and politics" in applied colleges and universities has been a prominent problem of low efficiency, and has not been significantly improved, and the teaching effect of "curriculum ideology and politics" is not ideal. Based on the construction of "curriculum ideology and politics", basic professional courses for economics and management majors in applied universities, this study fully explores the moral education elements contained in professional knowledge and establishes a coupling mechanism between the formative assessment of professional courses and the assessment of ideological and political education effects by making use of the characteristics of flexible and diverse forms of formative assessment, high participation of students, and little limitation of time and space. Strengthening the evaluation and examination of students' theoretical literacy, emotional attitude, values, behavior, comprehensive ability and other aspects is conducive to giving full play to the leading role of "curriculum ideology and politics" in college students' education, and has a positive role in promoting the overall improvement of ideological and political education in colleges and universities.

## **The application of formative assessment in the evaluation of teaching effect of "curriculum ideology and politics"**

In the teaching process of professional courses in colleges and universities, the organic integration design of formative assessment and ideological and political education effect evaluation is carried out. According to the characteristics of formative assessment and ideological and political education, the following principles are generally followed.

### **Objective oriented principle**

One of the obvious advantages of formative assessment is that it has clear objectives, adheres to the basic principle of unifying the assessment objectives of ideological and political education with the teaching objectives and learning objectives of specialized courses, reasonably sets up the content and form of formative assessment, and achieves the consistency of teaching, learning and evaluating. In the flexible stage design of formative assessment, it is possible to combine news points, social hot topics and other topics to integrate implicit moral education elements with the times, design assessment content with a certain depth and challenge, and guide students to use professional knowledge to analyze and solve practical problems. It aims to make students clear the learning objectives of professional knowledge, improve independent learning ability, cultivate learning interests, improve learning methods, enhance learning effectiveness, and promote their comprehensive literacy, so as to

give full play to the orienting effects of professional courses in education and talent training.

### **Multiple application modes**

With the development of the times and the application of modern teaching media, formative assessment has been gradually enriched, expanded into a variety of models such as inside class + outside class, online + offline, concept + behavior, etc., which is of great benefit to the evaluation of teaching effects. For example, group discussion is organized in the class to evaluate students' knowledge induction, communication, teamwork and other abilities. At the same time, the group is required to explain or complete summary materials to assess students' logical thinking and comprehensive expression ability. Teaching situation simulation and teaching practice assess students' practical application ability of professional knowledge; campus activities focus on the dissemination of campus excellent culture and its combination with professional knowledge; online forums and questionnaires can apply big data to summarize students' psychological and ideological dynamics; students' notes review can urge them to hone writing skills and improve the ability to summarize effective information.

### **Multiple evaluation system**

In the teaching process, it is emphasized to give full play to the principal position of students under the leading role of teachers. Therefore, diversified assessment methods can be adopted in combination with the characteristics of courses and professional needs to build a multiple collaborative evaluation system of student self-assessment, mutual evaluation and teacher evaluation, and organically combine the objectivity and standardization of teacher evaluation with the versatility and flexibility of student evaluation. It can not only increase students' learning interest and critical thinking, enhance communication and contact between teachers and students, promote self-education, reflection and improvement of both teachers and students, but also avoid students' defects in professional knowledge and skills, resulting in assessment results deviating from teaching objectives, so as to ensure the validity and reliability of comprehensive evaluation. At present, PBL teaching assessment scale is more commonly used<sup>[7]</sup>. When students conduct mutual assessment and self-assessment, how to quantify the evaluation criteria can avoid the gap between evaluation results being too small or too large, and at the same time, it can highlight the individual development of students.

### **Multilateral communication mode**

Teachers and students communicate effectively not only determines whether teachers make accurate, objective and timely students' evaluation in formative assessment, but also directly affects students' learning effect and is related to the correct formation of students' core values<sup>[8]</sup>. However, in the process of regular teaching activities, teachers and students are "one-to-many" non-parallel communication mode, which will inevitably affect the objective fairness of teacher evaluation. Therefore, teachers can make full use of appropriate communication methods to strengthen the multilateral communication. In class, teachers can strengthen interaction through teaching activities; listen to students' views, answer questions after class. At the same time, through the new media of the network platform, teachers can effectively communicate with students' favorite new words and new ways to understand their daily learning and life situation and ideological dynamics.

### **Comprehensive assessment system**

The comprehensive evaluation of students' learning effect requires both comprehensive consideration and emphasize the key points, so the important role of the summative assessment can not be ignored in the course teaching organization. Based on the preset teaching objectives, the summative assessment makes the final assessment of the whole process of teaching activities, and checks whether the teaching

results finally meet the expected requirements. At the same time, the summative assessment is often carried out under the supervision of the invigilator centrally, which eliminates the disadvantage of difficult synchronous monitoring in the formative assessment [9]. Therefore, it is suggested to appropriately increase the proportion of formative assessment weight, but the proportion should not be too high, and the weight value should be 40%-50%. In the summative assessment with the regular final examination paper as the main form, the application knowledge evaluation can be added to the regular question type to strengthen students' thinking and improve their practical application ability of theoretical knowledge.

## **The practical application of formative assessment in the "curriculum ideology and politics" teaching effect evaluation of the professional basic courses of economics and management majors**

### **Curriculum characteristics and educational objectives**

"Data, Model and Decision" is the core course of the major of Economic Statistics. It is a practical teaching course with bilingual teaching mode. A model is a bridge between abstract data and practical problems. The process of establishing a model is to simplify and abstract complicated practical problems into a reasonable mathematical structure, and optimization is the main method of analyzing data models. This course combines the orientation of training applied and international talents in our school, aiming to cultivate applied business talents with a global vision who are good at data modeling, analyzing and processing and quantitative research.

#### *Knowledge objective*

Master the basic ideas of data modeling and system optimization, combine the principles of modern economic management and mathematical statistics knowledge, master the professional knowledge and methods of difference equations, differential equations, linear programming, graph theory, Monte Carlo simulation, decision analysis, game theory, least squares curve fitting, etc.

#### *Ability objective*

Proficient operate professional software of economic management quantitative analysis , through establishing data models to cultivate the ability to solve practical economic management problems, independent learning, cooperation and communication and exploration and innovation ability.

#### *Moral education objective*

To establish a correct view on life and values, to form a holistic, dialectical and critical thinking method and a humanistic quality of scientific rigor, independent inquiry and continuous learning.

### **Moral Education and "curriculum ideology and politics"**

This course combines professional knowledge with case teaching, so that students can meet the ideological and moral requirements on the basis of data modeling ability. To guide students to become virtuous and successful people, establish a correct view on world , life and values, firmly believe in Marxism, socialism and communism, strengthen confidence in the path, theory, system and culture of socialism with Chinese characteristics, and cultivate patriotism. We should consciously integrate patriotism, the aspiration to strengthen the country, and serving the country into the struggle to uphold and develop the socialism with Chinese characteristics, build a modern and powerful socialist country,

and realize the great rejuvenation of the Chinese nation.

**Formative assessment module construction**

This course is mainly divided into five modules: difference model modeling, Monte Carlo simulation modeling, linear programming model modeling, differential equation modeling and decision analysis. According to the basic principle of organic combination of teachers' "teaching", students' "learning" and daily "moral", formative assessment can be carried out according to these five modules in course teaching, cultivating humanistic qualities such as "independent exploration", "unity and cooperation", "continuous learning" and "dialectical thinking ability". The specific entry point and implementation path are listed in Table 1.

Table 1. Ideological and political entry point and implementation path

Teaching module	"Ideological and politics" entry point	Integration method
Difference model	"Seeking truth from facts, doing things rigorously", "knowability and agnosticism" and other dialectical philosophical thoughts	Case inspired, class discussion, task driven
Monte Carlo simulation	"A little makes a lot, do not neglect to do a good deed", "part and whole", "phenomenon and essence" and other dialectical philosophical thoughts	Introduction of idioms and allusions, modeling case demonstration, class discussion
Linear programming model	"Seeing essence through phenomena" and "quantity accumulation causes qualitative change" and other dialectical philosophical thoughts	Case introduction, class discussion
Differential equation	"Balanced development, sustainable development" and other scientific developing view	Case inspiration, class discussion, student works review
Decision analysis	"Accidence and necessity" and other dialectical understanding, establish a correct view on life, values	Case comparison, class discussion, student works review

**Teaching process and basic requirements**

The course teaching content is divided into three stages:

*Initial understanding and internalization stage of data model*

Teaching basic theories and methods and analyzing key and difficult points through students' extracurricular preview, class theory teaching and after-class exercises;

*The knowledge sublimation stage of professional application*

Economic management case group discussion and topic research through discussion and teaching;

*Experimental operation stage*

Conduct practical operation learning of professional software for quantitative analysis of economic management and use software to solve practical problems.

Since this course adopts the teaching mode combining theory, experiment and discussion, each theoretical teaching requires students to do a full preview and review after class, and complete relevant



exercises after class, mainly focusing on a variety of basic calculations (1 credit hour of theory class must have 1 credit hour of extra-curricular learning). Each experimental teaching requires students to review and master the teaching content related to this experiment. According to the requirements of this experiment, data models are established, algorithms and related programs are compiled (1 credit hour of experimental class must have 1 credit hour of extra-curricular learning). For each seminar, students are required to pre-read and discuss a paper on data modeling, and make a PPT presentation and submit it in group (1 credit hour of seminar class must have 2 credit hours of extra-curricular learning).

**Content and form of assessment**

The course adopts the "Knowledge + Ability + Moral" and "Process + Formative + Summative" diversified performance evaluation method. The usual grades are mainly measured by class attendance, class activity and homework completion. The experimental grades were measured by the rate of attendance, the degree of activity and the completion of the experiment. The grades of the seminar mainly test the ability to read Chinese and English literature, practical modeling and problem solving, including the study report and discussion explanation. The final examination is an open-book examination. The types of questions are concise answer, analysis, calculation and diagram, and the comprehensive application ability of students is examined in all aspects.

Table 2. Diversified performance assessment forms

Evaluation category	Evaluation item	Ability training	Grade distribution
Formative assessment	After class exercise	Professional knowledge level	5%
	Experimental report (individual submission)	Practical operation ability Analysis and application ability	5%
	Class discussion (Teacher evaluation group + single evaluation within the group)	Communication and expression ability Critical thinking ability	20%
	Group research modeling paper (team submission)	Team organization and collaboration ability Comprehensive application and analysis ability	10%
	Class performance (attendance, class interaction)	Learning attitude and spirit	10%
Summative assessment	Open-book test (English)	Professional knowledge level independent learning ability	50%

**Conclusion**

The development of applied colleges and universities aims at cultivating talents who can adapt to the development needs of the new era and have strong social practical ability. On the basis of achieving the teaching objectives, the teaching system of "curriculum ideology and politics" should reform the talent training program, optimize the teaching methods, complete the assessment and evaluation system, and establish a multi-mode, all-round and three-dimensional teaching system of "curriculum ideology and politics"<sup>[10]</sup>. Teaching and assessment complement each other, and the combination of the rich diversity of curriculum formative assessment and the flexible adaptability of "curriculum ideology and politics" can better feedback the real effect of teachers' teaching and the internalization of students' knowledge and the externalization of students' behavior, which is of great significance for improving teaching effectiveness. In the teaching of basic professional courses of economics and management majors in

applied colleges and universities, we should fully understand the role of formative assessment in promoting the teaching effect of "curriculum ideology and politics", focus on the overall development of students, make full use of various media, strengthen the regulation of students' learning process, and actively explore organic ways to integrate the two, so as to ensure the applicability and effectiveness of formative assessment. To establish a comprehensive evaluation system for students' theoretical literacy, emotional attitude, values concept, behavioral expression and other aspects, so as to achieve the objective of applied talent training.

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