

# Construction of Practical Teaching Evaluation System for Ideological and Political Theory Course in Applied Universities\*

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**Abstract**—The deepening of the teaching reform on ideological and political theory course in universities, especially the addition of practical links, makes the course more attractive and appealing to a certain extent, but there are a lot of practical activities with unclear purposes or non-obvious effects. It is an inevitable requirement to ensure the training of objectives and quality of applied talents by constructing a scientific practical teaching evaluation system for ideological and political theory course in applied universities.

**Keywords**—applied universities; ideological and political theory course; practical teaching evaluation system

## I. INTRODUCTION

Ideological and political work in universities is related to such fundamental problems as what kind of talents to be cultivated, how to cultivate the talents and for whom the talents should be cultivated. How to strengthen affinity and pertinence of ideological and political theory course? How to bring real sense of gain to college students? The Party Central Committee, with Comrade Xi Jinping as its core, has made a series of major decisions and arrangements for this. In the *Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation*, it is pointed out that universities should strengthen social practice to cultivate talents, increase the proportion of practical teaching, organize teachers and students to participate in social practice activities, and perfect the evaluation system for ideological and political work in universities. In order to effectively improve the effectiveness of practical teaching, it is particularly important to build a practical teaching evaluation system for the standardization and normalization of practical teaching.

## II. THE THEORY SOURCE OF CONSTRUCTING PRACTICAL TEACHING EVALUATION SYSTEM FOR IDEOLOGICAL AND POLITICAL THEORY COURSE

The two important theoretical sources of practical teaching

\*Fund: The Phased Achievements of the Teaching Research Project of "Research and Practice of Practical Teaching Evaluation System for Ideological and Political Course in Applied Universities" of Wuhan Donghu University in 2018.

and evaluation of ideological and political theory course are the theory of practice and the theory of all-round development of human beings. Firstly, practical viewpoint is the primary and basic viewpoint of Marxist epistemology, as well as the direct theoretical basis for the practical teaching evaluation of ideological and political theory course. Marxism considers that practice is an objective material activity that human beings can actively transform the world, and "the whole social life is practical actually", and "the philosophers have only interpreted the world in various ways, the point however is to change it". The emergence, survival and activities of human beings are based on and marked by practice. Practice is the fundamental mode of human existence and development. People transform nature, society and human beings themselves through rich and varied practical activities and the basic forms of practice include material production labor, dealing with social relationships, and scientific experiments. All forms of practice are the expression and source of human's conscious initiative, as well as the expression and essential characteristics of human life. As Marx pointed out, "all the mysterious things that lead theory to mysticism can be reasonably solved in human practice and their understanding of this practice." When people know objective things, they need to judge and identify the cognitive results after acquiring a certain understanding of such things, and see if these results are correct. Practice becomes the only criterion to test whether understanding is correct or not. In practice, people must follow the specific value scale to meet their needs and realize the dialectical unity of value and truth. Practical teaching evaluation of ideological and political theory course is a kind of value evaluation based on practical teaching of ideological and political theory course. It is not a subjective and arbitrary cognitive activity, but an objective cognitive activity, which is conducted in a purposeful and planned manner in accordance with scientific evaluation criteria and standard operating procedures.

Next, the theory of all-round human development is the standpoint of practical materialism and the basic theoretical basis for the practical teaching evaluation of ideological and political theory course. The realization of human's free and comprehensive development is the fundamental value goal of Marxism. Human development is free, which is based on the individual's high degree of freedom and consciousness. Human

development should be comprehensive, not only in physical power and intelligence, but also in abilities of various aspects and working competence. Moreover, it is also the development in people's social bonds and social interactions. Marx regards human development as the value standard to judge the progress of human civilization. Fundamentally speaking, the all-round development of human is a practical process, from which human truly experience and explore their all-round development. With the continuous development of social life, human practical activities will constantly put forward new goals and tasks for their all-round development. In turn, human all-round developments will constantly advance the new development of human practical activities. The two will promote each other and complement each other. Human all-round development is not achieved at one stroke. It is a development process from unconscious state to complete conscious state, in which social practice plays a vital role. The practical teaching of ideological and political theory course is to promote college students' all-round development through rich and effective social practice activities, and students' all-round development drives the development of society. Social development and its need provide a value standard for the evaluation of practical teaching of ideological and political theory course, which is of social historic significance. In the process of realizing human all-round development and social development, social practice activity is an important link for individuals to promote social development and society to improve the individual development.

### III. NECESSITY OF CONSTRUCTING PRACTICAL TEACHING EVALUATION SYSTEM FOR IDEOLOGICAL AND POLITICAL THEORY COURSE IN APPLIED UNIVERSITIES

#### A. *Conducive to Realizing the Value Goal of Practical Teaching of Ideological and Political Theory Course in Applied Universities, and Promoting the Course Construction*

The university-running orientation of applied universities tends to be practical and applied, which determines that such universities do not produce social elites and academic and research-oriented talents. They explore the requirements of the industry and enterprises on talents' ability and quality and knowledge structure through university-enterprise cooperation, establish and improve the system for the training of applied talents, and then cultivate practical talents with all-round development of morality, intelligence, physique, aesthetics and labor. The practical character of Marxist theory determines that the teaching of ideological and political theory should stick to practice orientation, face the reality and impress people with reality. General Secretary Xi Jinping has stated that "it is necessary to adhere to the guidance of Marxism, and ultimately put it into practice." The purpose of practical teaching is to deepen the understanding of Marxist theory through personal experience. Even more important, it is to cultivate students' ability to understand, analyze and solve problems by using Marxist standpoints, viewpoints and methods.

The construction of practical teaching evaluation system for ideological and political theory course in applied

universities provides a clear direction and a yardstick for practical teaching activities, reduces blindness in teaching activities, and helps to solve some problems such as unclear purpose of practical teaching of ideological and political theory course, low participation of students, simple and outdated teaching forms, and imperfect teaching guarantee mechanism.

#### B. *Helpful to Standardize the Practice Teaching of Ideological and Political Theory and Improve the Quality of Practice Teaching*

Course evaluation is an important means to standardize teaching behavior and improve teaching quality. Scientific, reasonable, comprehensive and feasible practical teaching evaluation system for ideological and political theory course can strengthen the monitoring of teachers' teaching and students' learning, so that universities can grasp the overall situation of practical teaching of ideological and political theory course and enhance the quality of teaching. Constructing a scientific practical teaching evaluation system is beneficial to standardizing teachers' compilation of syllabus, setting of teaching objectives, innovation of teaching content, organization of practical teaching, improvement of teaching methods, displaying of teaching achievements, and reflecting on practical teaching. Besides, students can increase their attendance, correct learning attitude, actively participate in practice, earnestly sum up the achievements, objectively and impartially judge their practical performance, and improve the quality of practical teaching.

#### C. *Contributing to Mobilizing the Enthusiasm of Teachers and Students to Participate in Practical Teaching and Improving the Effectiveness of Ideological and Political Education*

The construction of the practical teaching evaluation system for ideological and political theory course makes teachers' practical teaching achievements and universities' practical teaching quality be measured and tested objectively and impartially, and students' practical learning achievements be evaluated fairly and reasonably. This can enhance the sense of honor, sense of achievements and sense of responsibility of teachers and students, and is conducive to maximizing the enthusiasm, initiative and creativity of teachers and students to participate in the practical teaching of ideological and political theory course, so as to improve the effectiveness of ideological and political education in universities.

### IV. ASSUMPTION OF CONSTRUCTING PRACTICAL TEACHING EVALUATION SYSTEM FOR IDEOLOGICAL AND POLITICAL THEORY COURSE IN APPLIED UNIVERSITIES

For one thing, the practice teaching of ideological and political theory course in universities is closely related to its theory teaching, but the practice teaching has its own particularity. For another, applied universities are different from research-based ones in the purpose of university-running and mode of talent cultivation. Therefore, it is necessary for applied universities to establish an independent practical teaching evaluation system for ideological and political theory course, and design an evaluation system based on evaluation

objectives, evaluation subjects, evaluation objects and evaluation methods.

First, the value premise of evaluation is learning and teaching. In terms of the value relationship between "teaching" and "learning", the practical teaching evaluation system for ideological and political theory course has double value premise. From the paradigm of "teaching practice", it has the value of monitoring and testing students' learning effect and teachers' teaching effect. From the paradigm of "educational theory", evaluation has the value of education and training.

Second, the subject of evaluation is pluralistic. Teachers are the designer of teaching activities, undertaker of teaching tasks, organizer of teaching process, monitor of teaching development and evaluator of teaching effects in the practical teaching of ideological and political theory courses. Students are both the object and subject of evaluation. Students conduct reflection, introspection, summary and judgment on practical activities through self-cognition and self-thinking, which externally is shown as a kind of evaluation content that takes words and languages as carrier. Besides teachers and students, the subjects who can evaluate students' practical effects include students' parents, and objects, partners, participants and stakeholders of practical activities.

Third, the evaluation content not only includes students' practical achievements and effects, but also practical content, plans, scheme, means, resources and expected goals chosen by students. The difference between students' practice process and practice teaching objectives, designs and schemes will also be examined.

Fourth, the evaluation method is the unification of quantitative evaluation and qualitative evaluation. To some extent, the results of behavior externalization can be evaluated quantitatively, which can give some quantitative answers to the questions of how much the effect of practical teaching has been achieved and how long the practical education mode can last. The qualitative evaluation is adopted for individual motivation, process of activity realization, situation of activity development, self-feeling of activity development, inner evaluation of activity object, acceptance of activity environment in practice teaching, which is more in line with the requirements of comprehensive, systematic and dynamic evaluation.

## V. CONCLUSION

The construction of practical teaching evaluation system for ideological and political theory course in applied universities is a complicated project. At present, practice teaching has not been conducted for a long time in universities, and its evaluation system is still in a preliminary exploratory stage. It is believed that with the in-depth development of practical teaching, the practical teaching evaluation system will tend to be scientific and perfect, so as to realize the sustainable development of practical teaching of ideological and political theory course and improve the effectiveness of ideological and political education in universities.

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