



The Construction of the Evaluation Index System of Curriculum Civic and Political Co-education in Private Universities

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Abstract. For a long time, creating a curriculum system, improving the teaching process, and optimizing the teaching program has been the key points in the teaching process for private colleges and universities, and the construction of curriculum thinking and governmental education mechanism is an important part of the education system in private colleges and universities. In this paper, we think about the construction of the evaluation index system of curriculum thinking and government co-education in private colleges and universities, analyze the mechanism and methods of construction of curriculum thinking and government co-education mechanism in private colleges and universities and hope that the goals and requirements of curriculum thinking and government co-education can be realized more smoothly, and pave the way for the growth of students in private colleges and universities.

Keywords: Private colleges · Ideological and Political Education · Collaborative Education · Innovative System

1 Introduction

In the current new era of social development, the formation of comprehensive talents with a higher level of comprehensive quality, stronger professional ability, moral quality, and cultural literacy is the theme of talent training in universities. When organizing teaching work, we need to pay attention to the requirements of teaching, create teaching ideas and optimize teaching methods according to the characteristics of different students, and achieve the requirements of teaching. In this paper, we analyze the current situation of the construction of the evaluation index system for the co-education of students in private colleges and universities, and consider the effective methods to promote the realization of teaching goals, hoping to achieve the goal of the education of students in the course of thinking and government more smoothly.

2 Problems in the Evaluation System of Private Colleges and Universities' Curricular Thinking and Co-education

In the current background of higher-quality education, the teaching mode of integration of industry, learning, and teaching is commonly promoted and applied in private colleges

and universities. The main goal of opening major majors in private colleges and universities is to cultivate high-quality level talents who can participate in the production line of enterprises in various industries, and to organize and carry out the work of thinking and political education for these talents, it is necessary to grasp the development characteristics of the industry and the current social development situation, and according to The actual situation in different regions of the scientific innovation of the curriculum Civic Government education mode, choose the appropriate curriculum Civic Government education methods, to help students in a better environment to achieve healthy growth, so absolutely not in the private universities in the curriculum Civic Government co-education system directly copied from the ordinary undergraduate teaching work content and way.

2.1 The Content and Evaluation Indexes of Civic Science in the Curriculum of Private Colleges and Universities are Detached from the Students' Career Development

Students should have the ability to distinguish right from wrong and judge good from evil in the process of development, and they should also have a rigorous and conscientious working attitude and a dedicated work spirit, to be law-abiding, confident, and optimistic in the actual work. However, the conventional education of Civic and Political Theory courses is usually based on teaching materials and teaching content of fill-in teaching, completely ignoring the special needs of students and the goal of professional training, in the teaching process, teachers will only be in the leading position, and students can only passively accept knowledge, this too common and single teaching process and simple, old teaching methods will lead to some students This too common and single teaching process and simple, old teaching methods can lead to some students being late, leaving early, or even absent. Traditionally, students are evaluated in terms of theoretical knowledge, and their performance over a certain period is assessed by their performance, but this approach does not have a positive effect on the formation of moral qualities and the cultivation of good habits [1].

2.2 The Evaluation System of Running College Curriculum Thinking and Political Co-education Does not Take into Account the Characteristics of Students

Students in colleges and universities are in a critical period of life development, and their thoughts may be more active and distinctive at this stage, and they have different views and understanding of things, which are objective phenomena. However, the implementation of the evaluation system of the curriculum Civic and Political Co-education in private colleges and universities may take into account the way of implementing Civic and Political Education and the path of implementation, without considering whether students can accept these Civic and Political integration methods and what kind of achievements students have gained in the process of learning and communication, and the final evaluation results obtained may be rather one-sided and difficult to produce idealized effects.

2.3 Lack of Relevance of the Achievements and Evaluation Methods of Curriculum Thinking and Education

Nowadays, in the development of private colleges and universities, there is a big gap between the curriculum Civics for students' teaching and students' internship, and there is no comprehensive analysis of the differences in ideology, professionalism, and knowledge structure of different students, not to mention the in-depth study of students' conformity to the quality of employment positions, and the system of personalized Civics education activities is relatively lacking.. To further improve the relevance of Civic Education in private colleges and universities, it is still necessary for professional researchers in related fields to conduct in-depth and systematic research and analysis [2].

3 The Basic Principles of the Construction of the Evaluation Index System for the Co-education of Private Colleges and Universities in Curriculum Thinking and Government

3.1 In the Process of Constructing the Evaluation Index System of Curriculum Civic and Political Co-education, the Subjectivity of Teachers Should be Followed

Teachers are the main subjects of the organization and implementation of curriculum thinking and government work, and the design of the evaluation index system needs to take into full consideration the subject position that teachers have, understand the important role and value of teachers, and pay attention to their situation. For the effectiveness of curriculum thinking and politics in different institutions of private colleges and universities, fully improving the moral education awareness and moral education ability of the teachers, as well as understanding the effectiveness of investment and construction, are important aspects that should be seriously considered [3].

3.2 In the Process of Constructing the Evaluation Index System of Curriculum Thinking and Political Co-education, the Principle of the Whole Process Should be Followed

To understand the curriculum in private colleges and universities to carry out curriculum thinking and government in collaboration with the work of educating people, thinking and government is not an addition to some quality education, but a special way of teaching, curriculum thinking, and government education should penetrate in the whole process of teaching and penetrate in every link. For example, in the course teaching system of private colleges and universities, including the setting of specific professional course objectives, the rational choice of teaching methods, the planning of the teaching process, the implementation of the teaching process, the evaluation of the teaching effect, including the reflection after teaching, all need to meet the basic requirements of the course Civics, reflecting the effectiveness of the integration of the course Civics, and using the profession as an example to cultivate the formation of objectives, graduation requirements and the course system The close relationship of mutual integration.

From the training program, the system of courses, and the system of the integration of curriculum thinking and politics in colleges and universities, the process and program of the integration of curriculum thinking and politics are optimized, so that curriculum education can achieve organic unity and integration with other aspects of professional teaching work, and at the same time, colleges and universities also need to establish and form the teaching mode of curriculum thinking and politics that takes students as the center and takes output as the guide, so that the quality of education of curriculum thinking and politics can be The quality of the education of the curriculum is significantly improved.

3.3 The Construction of the Evaluation Index System for the Co-education of Civic and Political Science in Private Colleges and Universities Should Follow the Students' Experience

There are two ways to carry out ideological and political education in private colleges and universities, namely explicit education and implicit education, among which Curriculum Civics is to use subject knowledge as a carrier to realize the functions of ideological and political education, and this teaching mode reflects the characteristics of implicit education, which can make students understand more knowledge, experience emotions and generate positive ideological values in the process of learning, and help students implicitly produce changes. At the same time, in the quality assessment system of education courses, students' learning outcomes are very concern, the first consideration is the value of education, and the assessment system for the university curriculum of Civic Science will analyze students' knowledge mastery, students' ability level and students' values, this process not only focuses on students' learning outcomes but also reflects students' learning.

3.4 The Construction of the Evaluation Index System of the Cheng Si Political Co-education, to Follow the Principle of Developmental

The evaluation index system of curriculum thinking and politics is not fixed and unchanging after it is formulated, nor is it the only standard. It should be optimized and adjusted in time according to the development characteristics of private colleges and universities, the categories of different majors, and the differences between various courses, but in this process, we should always insist on the unified integration between common standards and individual characteristics. The focus of curriculum thinking and politics in the public basic courses, professional education courses, and practical courses in private colleges and universities should be divided and promoted according to the characteristics of different majors. The construction of the evaluation index system must follow the characteristics of openness and development, requiring teachers as well as different professional faculties and universities to participate in it, adjusting and optimizing it according to their characteristics, making the content of the evaluation index system more rich and complete, with clearer indicators, and making changes according to the actual situation [4].

4 Construction of Civic Education Evaluation Index System of Private College Curriculum

First of all, it is necessary to understand the basic requirements of developing the evaluation index system for human development, firstly, to meet the needs of social and economic development, secondly, to meet the needs of industry development for the quality of talents, and thirdly, to meet the needs of students' personal development. In the process of developing the evaluation orientation, it is necessary to pay attention to the enhancement of students' sense of social responsibility, to understand students' innovative spirit and students' ability to solve problems. It is necessary to always adhere to the principle of integration of moral and talent in the process of curriculum Civic Education, integrate the cultivation of vocational core competencies into the teaching objectives and teaching system, and also need to integrate students' own behavioral performance and students' vocational qualities, and build an evaluation body composed of different roles such as Civic Education professional teachers, class teachers and counselors to make a comprehensive evaluation of students' performance.

After an in-depth analysis, an evaluation index system for the collaborative education of private colleges and universities were developed, which includes specific index points, and the evaluation index system is used as a reference basis to promote the construction and improvement of the relevant model, which can promote the connotation development of curriculum thinking and government, and the evaluation index system is mainly developed from the school side, the secondary unit side and the teacher side. In other words, the indicators in the evaluation index system include three levels [6]. These indicators can be used individually, but at the same time, they can also make the managers and teachers in private colleges and universities understand and grasp the requirements of the relevant indicators and then strictly regulate their behavior and guarantee the effectiveness of their lessons, which has good feasibility and operability [7].

4.1 School-Level Indicators

In the process of constructing the evaluation index system of curriculum thinking and co-education in colleges and universities, the indicators at school and secondary unit levels include top-level design and construction of teachers' team, as well as six links of teaching system, construction of teaching materials, quality assurance and results in output (as in Table 1), which can be divided into different index points with different connotations, while the index points of each indicator at school level are different. There are also differences in the points assigned to each indicator and the connotations referred to, and a comprehensive assessment of these indicators can better judge the effectiveness of the implementation of the curriculum thinking and government co-education mechanism. From the school's point of view, the team of the curriculum thinking and government leadership group and the expert committee work together, each fulfilling its responsibilities, and their effectiveness and performance are attributed to the index system, forming the conditions for judgment. At the same time, the relevant functional departments will play a synergistic role among themselves, including the teaching management department, publicity department, planning department, and personnel department to think

Table 1. Composition of school-level indicator system (Self-painting)

Contents of investigation	The main investigation sites	Number of index points
Top-level Design	Institutional building	10
	Construction of institutions	
Construction of teachers	Teacher training	8
	Culture of teaching and research	
Teaching system	Specialized subject construction	10
	Curriculum building	
Textbook construction	Textbook selection	4
	Textbook construction	
Quality assurance	Assessment team	7
	Assessment mechanism	
Achievements	Direct results	8
	Influence	

about how to achieve synergy and parallelism under the curriculum thinking and government system of private colleges and universities, forming a forceful effect to achieve the unity and consistency of teaching objectives [8].

4.2 Teacher-Level Indicators

At the teacher’s level indicators, the corresponding evaluation index system involves the syllabus, teaching content, and teaching methods, as well as learning effectiveness and teaching reflection, which have different connotations, as shown in Table 2, where the syllabus mainly refers to whether the operability and practicality of the teaching objectives set in the course can support the training program and the achievement of the training objectives. The teaching methods include whether the teaching methods chosen in the teaching work match the teaching contents, whether the information technology teaching methods are applied, whether the innovative requirements are reflected in the teaching methods, whether the students’ initiative can be stimulated, and whether the student’s performance and feedback in learning are understood through the learning survey, and the teaching strategies and arrangements are adjusted according to the student’s feedback [9]. The traditional teaching evaluation only focuses on the content of classroom teaching, thus reflecting the difference, this teacher-level evaluation index will pay more attention to the whole process of the course Civics, including the initial implementation goals of the course Civics and how to carry out and how to evaluate, all reflecting the effect of refined design. In addition, the construction process of the course thinking and education index system pays more attention to the centrality of students, and in the teaching evaluation process, teachers make precise analyses and reasonable judgments on the formulation of the course thinking and education objectives and also take appropriate methods to measure the effectiveness of students’ learning, so that the

Table 2. Evaluation indicator system at the teacher level (Self-painting)

Index point	Connotation
Syllabus	The setting of ideological and political theories teaching in all courses' objectives in the teaching objectives (learning objectives) is applicable and operable, which effectively supports the achievement of the training objectives and training program.
Content of courses	The ideological and political theories teaching in all courses are naturally combined with the teaching contents. The ideological and political theories teaching in all courses are not excessive and superficial, and should be explained thoroughly.
Teaching methods	1. Match teaching methods with teaching contents, pay attention to the application of information means, reflect the requirements of innovation, and stimulate students' autonomy in learning. 2. Carry out investigation on learning situation, pay attention to students' feedback in the process, and timely adjust teaching strategies.
Learning effectiveness	Teachers have the consciousness of evaluation and can take effective measures to evaluate the achievement of the ideological and political theories teaching in all courses.
Reflection on teaching	Teachers have the consciousness of reflection and summary of teaching. The improvement measures are deep and feasible.

teaching objectives can be achieved, and use the index as the basis for reflection in the teaching process, which is easier to reflect the academic value of teaching work and the importance of teaching. It is easier to reflect on the academic value of teaching and learning and the continuous improvement of teaching effectiveness by using this indicator as a basis for reflection in the teaching process [10].

5 Conclusion

In private colleges and universities, the organization of curriculum thinking and political co-education teaching work needs to help students develop a deeper understanding of ideological and political issues and understanding that matches the actual situation, and help students develop continuously. In this regard, it is necessary to develop evaluation standards from different aspects and clarify evaluation principles in the process of construction of the evaluation index system of the course Civic and Political Co-education in private colleges and universities, so that the effect of Civic and Political teaching can be given full play and the healthy growth of students can be promoted.

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