

Chinese Universities Teaching Practice Quality of Moral Education Evaluation Research¹

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Abstract—Universities' teaching practice quality of moral education evaluation is helpful to improve the teaching effectiveness of moral education and the quality of personnel training. Based on Chinese universities teaching practice of moral education, Chinese universities teaching practice quality of moral education evaluation is researched in this paper. Questions in Chinese universities teaching practice quality of moral education and its evaluation, and relevant policies about Chinese universities teaching practice quality of moral education are included in this paper.

Keywords—Teaching Practice of Moral Education; Quality Evaluation; Question; Countermeasure.

I. INTRODUCTION

How to evaluate universities moral education quality of teaching practice is the important measure to improve the teaching effectiveness of moral education. At present, in the realm of theory, there are still a lot of misunderstandings about teaching practice research, for instance, there are significant differences on teaching practice's connotation and denotation, and there are very few literatures of practice teaching quality evaluation³. In practice, some universities are lack of moral education, and moral education is just a mere formality in some universities. The goal of this paper is to propose relevant countermeasure by researching the questions in universities teaching practice quality of moral education evaluation.

II. QUESTIONS IN CHINESE UNIVERSITIES TEACHING PRACTICE QUALITY OF MORAL EDUCATION EVALUATION

Since the reform and opening, the domestic began to draw lessons from foreign method of education evaluation, initially formed a certain thought and theory of education evaluation, most colleges and universities have set up the teaching quality evaluation index system, and adopt the qualitative and quantitative analysis method, to evaluate teaching quality evaluation of higher school. However, the moral education, or thought political lesson teaching theory and practice, there are a lot of problems.

A. *The lack of the relevant research of Chinese Universities teaching practice quality of moral education evaluation*

There are many papers about moral education (Ideological and Political Course) teaching practice. We can find 812 papers when search the key words 'ideological and political course, teaching practice' in CNKI. Basically these papers are on the teaching mode and the effectiveness of

moral education. In these papers, there are 20 papers about teaching quality of moral education, but only 3 papers research the teaching practice quality evaluation of moral education. Wang Yongzhi et al studied the problems in teaching quality evaluation of moral education⁴; Wu Mengyang studied the organizational form of teaching practice quality evaluation of moral education⁵; Jiang Deqi made a general research on teaching quality evaluation system of moral education⁶. Overall, whether in theory or in practice, domestic independent research on the teaching practice quality evaluation of moral education is in the initial stage.

B. *The concept of moral education practice teaching is not clear*

Firstly, we must define the moral education practice teaching of colleges and universities, before evaluation it. At present, China's academic circles about what is practical teaching of moral education there are a lot of misunderstandings, such as some people think outside of the classroom, social survey of college students, social practice, social services and other social practices, are the practical teaching, it was considered case teaching is the practice of moral education classes, watching videos and moral education practice teaching lessons, and still others are also involved in teaching moral education practice lessons and so on⁷. Since the concept of moral education practice teaching is not clear, not clear connotation and denotation, moral education practice teaching quality evaluation of the question.

C. *Independent moral education practice teaching quality evaluation system has not been established*

Currently, China has established a relatively complete system of education quality evaluation; the evaluation system is widely used in undergraduate teaching evaluation, construction and evaluation of key disciplines and boutique building lessons and assessments, and gets better results. However, the study of moral education practice of people teaching quality evaluation is still not enough, not yet established an independent moral education practice teaching quality evaluation system⁸. Since there is no corresponding quality evaluation system, people explore moral education (or ideological and political course) practice teaching quality evaluation, lack the necessary basis for evaluation and the evaluation criteria, thus affecting the moral education (or ideological and political course) practice teaching quality improved. Moral education practice teaching quality evaluation system should be established.

III. MEASURES TO BUILD THE EVALUATION SYSTEM OF MORAL EDUCATION PRACTICAL TEACHING QUALITY

Based on the above analysis, much research practice and moral education of university teaching quality evaluation, the concept of moral education practice teaching is not clear yet to establish an independent ethics education practice teaching quality evaluation system. Construction of Teaching Quality Evaluation System ethical practice of education can include content in three areas: moral norms Higher Education Practice Teaching Quality Evaluation related concepts; build colleges German educational practice teaching quality evaluation system; design colleges moral education practice teaching quality evaluation methods steps.

A. *Regulate the conception of the evaluation system of moral education practical teaching quality*

Researching moral education practice teaching quality evaluation, we must first practice teaching moral education of colleges and universities to define⁹. At present, China's academic circles about what is practical teaching of moral education there are a lot of misunderstanding¹⁰, for example, the case is not moral education practice teaching lessons, watching videos is not moral education teaching practice lessons, students' social practice is not the practice of moral education classes, and so on. Need to go deep into the essence of the practice of moral education lessons. Moral education practice teaching, in essence, is mainly reflected in two aspects of the course and practicality.

- Curriculum. Practice teaching of moral education is a course in the sense of practice teaching process, and it echoes the teaching and curriculum theory, having a certain course structure, teaching system, objectives tasks and corresponding implementation standards and assessment methods. Curriculum is the important distinction between the practice of moral education teaching and the social practice of college students currently undertaken. College students' social practice plays an important role in understanding our country, increasing their abilities, exercising capacity, and developing character. But most of the colleges and universities have not yet put the college students' social practice into the school's instructional program, and they have no appropriate management and assessment methods. Moral education practice teaching is a kind of teaching activities. The teacher's leading role should not ignore when the students play the main role in the practice teaching. In the practice class, teachers should not only have lesson topic, instructional design and theoretical guidance, but also teach students the knowledge, skills and methods of social practice investigation¹¹.
- Practicality. Practicality is the main difference between practice teaching and theoretical teaching in moral education, which is interrelated and mutually distinguished. United in the moral education of the teaching process, the two shares a common teaching purpose and requirement. Practicing teaching

emphasizes students to participate in real life to deepen and grasp the understanding of the theory, and to gradually achieve the transformation from the ideological, political and moral understanding to conduct; theoretical teaching is given priority to teachers' teaching, mainly focusing on conducting ideological, political, and moral values. To clarify some misconceptions: first, case teaching is not the practice teaching. Since "case teaching" selects social life as a typical example of case analysis, it confined within the scope of the theoretical explanation and analysis, can't replace personal feelings get involved in the real life. Second, participatory teaching is generally not practical teaching, which a form of teaching that the teachers dominate the teaching direction and encourage students to actively participate in teaching activities and processes. Only the discussion or speech which is carried out on the basis of special investigation or social investigation that has a destination is an organic part of the practice teaching. Thirdly, Conduct quiz, watch documentary films or videos, and listen to the report are also not the practice teaching.

B. *Build practical teaching quality evaluation index system of moral education in colleges and universities*

There are many factors affect the moral education practice teaching quality evaluation of colleges and universities, so we should combine a variety of factors of moral education practice teaching quality evaluation to construct practice teaching quality evaluation index system of moral education. In general, the teaching quality evaluation index system can be designed in four aspects which are teaching background, teaching inputs, teaching process and teaching effect. On this basis, the practical teaching quality evaluation index system of moral education can be designed. The index system includes four level indicators, which are the background of teaching practice moral education in colleges and universities, the teaching inputs of teaching practice moral education in colleges and universities, the teaching process of teaching practice moral education in colleges and universities and the teaching effect of teaching practice moral education in colleges and universities. The secondary indicators are respectively designed as follows:

- The background of moral education in colleges and universities. The evaluation of the background of moral education in colleges and universities is mainly to carry out the concept of moral education practice teaching and express through practical teaching system, including 3 second level indices, The university moral education practice foster plan, the set of moral education practice teaching course and the university moral education practice teaching plan.
- The input of moral education practice teaching. The input of moral education practice teaching is based on background evaluation, to evaluate the condition

and resource needed by colleges' target of moral education practice teaching; these investments include capital investment, investment and investment practice teaching base. So, the first grade index includes 3. Second grade indices, the investment of moral education practice teaching, the practice base's input of moral education practice teaching and the teacher's input of moral education practice teaching.

- The process of moral education practice. The evaluation is mainly to evaluate the practice of university moral education teaching process, its purpose is to monitor the process of moral education practice teaching, check whether the relevant process deviates from the goal of teaching practice, find problems in the implementation process timely and provide feedback. So, the first grade index include 3 second grade indices, the prepare of moral education

practice teaching, the process of moral education practice teaching and the summary of moral education practice teaching.

- The effect of moral education practice. Effect evaluation is mainly to measure, explain and judge whether the programmer and system of moral education practice teaching works and how it works. The final evaluation result is a means to control the quality of practice teaching, the aim is to obtain, improvements in the next round of the practice teaching process. The first grade index also include 3 second grade indices, the completion of teaching work, students' evaluation of teaching and experts' evaluation on practical teaching. Based on the above analysis, we can build the index system for evaluating the teaching quality of higher school moral education practice as shown in Table 1.

TABLE I. THE INDEX SYSTEM TEACHING QUALITY OF MORAL EDUCATION PRACTICE

First grade index	Second grade index
The background of moral education practice	The foster plan of moral education practice
	The course set of moral education practice
	The teaching of moral education practice
The input of moral education practice	The investment of moral education practice teaching
	The practice base's input of moral education practice teaching
	The teacher's input of moral education practice teaching
The process of moral education practice	The prepare of moral education practice teaching
	The process of moral education practice teaching
	The summary of moral education practice teaching
The effect of moral education practice	The completion of teaching work
	Students' evaluation of teaching
	school and experts' evaluation on practical teaching

C. *The method steps of universities teaching practice quality of moral education evaluation*

In universities teaching practice quality of moral education evaluation system, the core content is the construction of teaching practice quality of moral education evaluation system. Secondly, moral education in colleges and universities also need to determine the practical teaching quality evaluation methods and procedures. Teaching practice quality of moral education evaluation belongs to comprehensive evaluation, the methods and procedures of comprehensive evaluation can be used.

- Build up a model of universities teaching practice quality of moral education evaluation. Universities

teaching practice quality of moral education evaluation belongs to comprehensive evaluation. There are many comprehensive evaluation models, such as fuzzy comprehensive evaluation method, grey comprehensive evaluation, principal component analysis and comprehensive evaluation, comprehensive evaluation factor analysis and so on. Depending on the nature features require the use of appropriate evaluation object model. From the characteristics of universities teaching practice quality of moral education evaluation system to see, more qualitative indicators, we should adopt the fuzzy comprehensive evaluation model good deal of qualitative indicators.

- Data collection and collation of universities teaching practice quality of moral education evaluation. In the evaluation of practice teaching quality of a moral education in colleges and universities, first of all, the relevant qualitative indicators need to be secularization. The indicators of universities teaching practice quality of moral education evaluation, belongs to qualitative indicators mostly .The method is more suitable for expert scoring method. In order to improve the reliability of scoring, firstly, needing to set up a scientific assessment criteria; Secondly, selecting the experts in the field, then training the experts; Lastly, providing relevant supporting material to the experts, and please experts have repeatedly scoring , After repeated induction compare, finally, obtaining the data of quality evaluation.
- Determine the weight of the index system of universities teaching practice quality of moral education evaluation. There are many ways to determine the weights, Can be divided into subjective weighting method, objective weighting method and weighting method. Subjective weighting method is a subjective judgment based on the experience of experts, including AHP method, Delphi method and so on. These methods are more mature, but objectivity is poor. The raw data of the objective weighting take from the actual data of each evaluation indicator. Objectivity is stronger, the coefficient of variation, principal component analysis, and the mean square deviation method and multi-objective programming method and so on. Due to neglect the significance of specific indicators, there will still be errors. As the practice of moral education teaching quality evaluation data are lacking, subjective weighting method is more appropriate.
- A comprehensive evaluation for practice teaching quality evaluation in colleges and universities moral

education. After obtaining weighting and each index data of the practical teaching of moral education quality evaluation, using the comprehensive evaluation method to evaluate.

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