

Analysis on the Basic Characteristics of the Teaching Evaluation of “Situation and Policy” Course

Ma Chengcheng

Northeast Normal University,
Changchun, Jilin Province, China

Abstract—The construction of scientific and effective “situation and policy” course teaching evaluation system is an important part of the evaluation system of ideological and political education in colleges and universities. And to clarify the basic characteristics of teaching evaluation of “Situation and Policy” course is the basic premise of building a scientific teaching evaluation system. The paper attempts to analyze and reflect on the teaching evaluation of “Situation and Policy” course, and summarizes its basic characteristics. It concludes that the teaching evaluation of “Situation and Policy” course has the basic characteristics of the unification of knowledge evaluation and value evaluation, internal evaluation and external evaluation, realistic evaluation and expected evaluation, and individual evaluation and collective evaluation. All these lay the foundation for scientific teaching evaluation.

Keywords—situation and policy; teaching evaluation; characteristics

I. INTRODUCTION

The teaching evaluation of “situation and policy” course is an important part of ideological and political education work evaluation system, which refers to the specific indicator system and assessment system that scientifically evaluate the quality and level of the whole teaching system of “situation and policy” courses as well as the overall value judgment of the current teaching quality in colleges and universities. The teaching evaluation of “situation and policy” course not only has the general characteristics of normal course teaching evaluation, but also highlights the particularity of value education, presenting the basic characteristics of the unification of knowledge evaluation and value evaluation, internal evaluation and external evaluation, realistic evaluation and expected evaluation, and individual evaluation and collective evaluation.

II. UNIFICATION OF KNOWLEDGE EVALUATION AND VALUE EVALUATION

The teaching of the course “situation and policy” undertakes an important task in constructing national ideology and identifying with political values, and it is significant to transform the values, situations and policy views and methodologies advocated by the country’s mainstream into rich teaching content system to impart the students with the theoretical knowledge of human society, world history and international situation. As for the teaching effect of “situation

and policy” course, one of the crucial aspects is whether the course systematically and effectively disseminates the relevant dominant guiding knowledge in ideological building or not, and whether the knowledge is well mastered by students or not. Accordingly, the “situation and policy” course evaluation should first focus on strengthening the evaluation of students’ mastery of the rich knowledge content contained in the course. This evaluation is undoubtedly knowledgeable, and it is an evaluation of the students’ mastery of the knowledge.

Without doubt, the course evaluation of the “situation and policy” is not only knowledgeable but also valuable. The course of ideological and political theory in colleges and universities should not only help students understand and master the human society development law and the nation construction law with Chinese characteristics by imparting theoretical knowledge to them, but also guide them to internalize the theoretical knowledge with Chinese characteristics, so that the situation and policy education with typical Chinese characteristics can better meet the needs of college students’ ideological and political quality development where the students can adhere to the correct value orientation and transform subjective world and objective world using the laws and methods they have learned.^[1] The course of “situation and policy” is about the current major political fact, which is also the fact of ideological and political theorization. Therefore, it can neither replace the theoretical education and outshine others, nor indulge in exaggerations out of theoretical education, and it has to take on clear dominant values.^[2] In this case, the course evaluation of the “situation and policy” should not only evaluate the students’ access to basic knowledge, but also evaluate the development needs of this course that meet the development of students’ political thoughts and policy concepts by complying with the laws of social development and the law of talent growth, so that students can adhere to correct political direction and value orientation, and realize their own comprehensive development. The teaching value of the “situation and policy” course generates from its ability to meet the demands of students’ development as well as its ability to satisfy the requirements of social development. In the documents issued by the Ministry of Education of China, the teaching contents of “situation and policy” course have been defined in four aspects: “four basic education”, that is, education of the party’s basic theories, basic lines, basic programs and basic experience; “development achievement education”, that is, education of the situations, tasks and

development achievements of China's reform and opening up and socialist modernization; "three major education", that is, education of major policies, major activities, and major reform measures of the Party and State; "principled stand education", that is, education of the current international situations and international relations, development trends and China's foreign policies, major world events and the government's principled stand.^[3] These contents have a significant effect on guiding young students to establish correct ideals and beliefs, improving the ideological and moral quality and scientific and cultural quality of students and the whole Chinese nation, and further promoting the historical process of China's modernization to strive to actualize the great rejuvenation of the Chinese nation. Consequently, the teaching evaluation of the "situation and policy" course must attach great importance to the value evaluation that meets the needs of individual and social development. Only when knowledge evaluation and value evaluation are combined, can the teaching evaluation of this course be more scientific and reasonable.

III. UNIFICATION OF INTERNAL EVALUATION AND EXTERNAL EVALUATION

Value education is not only an internalization process for students, but also an externalization process by students themselves. The teaching evaluation of "situation and policy" course should also evaluate the effect of internalization in mind and externalization in practice.

The teaching of "situation and policy" course should not only pass on theoretical knowledge to students, more importantly, it is significant to guide them to establish a correct world outlook and methodology while transforming their subjective world. Whether students can consciously internalize in the teaching process not only depends on the content of "situation and policy" course, but also depends on the teaching method of it, especially whether the teachers can handle the relationship between teaching and learning appropriately in the teaching process. Meanwhile, special attention should be paid to the combination of the teacher's leading role and the students' active role in order to keep the equality and interaction between teachers and students and make teaching benefits teachers as well as students. In the course of "situation and policy", students transform the theoretical knowledge of this course into their own internal knowledge system and knowledge structure, and construct their own knowledge system and knowledge structure. In the meanwhile, students also transform the values, principles and policies, and strategic viewpoints with Chinese characteristics that were implemented by teachers and then were accepted by students into the ideological and political theory qualities from the students themselves which are often reflected in the inner qualities of ideological understanding, ideals and beliefs, moral sentiments in the human mind. Therefore, the evaluation of "situation and policy" course, with inherent characteristics, needs to evaluate the content, methods and internal ideological and political qualities of the students' internalization.

In addition, it is necessary for the teaching evaluation of "situation and policy" course to evaluate the performance and effect of students' externalization in the course's instruction. In

addition to moulding correct ideological and political consciousness and accomplishment through the role of internalization, the teaching of "situation and policy" course should also "externalize" the correct ideological and political accomplishment and values into the students' own behaviors and habits. The level of a person's ideological and moral quality is in what he does, namely, what he can do to consciously put the correct outlook on world, life, values, situation, policy and methodology that he learned into practice, additionally, how well he can change the objective world on the basis of transforming the subjective world, and further reform the subjective world while transforming the objective world, rather than how much he learns in the course, how much knowledge he knows, how many points he can get in the exam, how well he speaks, or how many ideological and political theories he can speak. Only when the students' internal values, political consciousness and ideological motivation are reflected in the external individual's social behaviors, can the external individual's social behaviors and habits incarnate the students' internal values and political consciousness and behavioral motivation. Thus, to judge a person's ideological and moral quality, what is relied upon is not his words, but his actions. A person is also not to be judged by what he does in a short period or a single incident, but from what he does over a long period of time. The judgement serves as an important manifestation for the externality of the "situation and policy" teaching evaluation.

IV. UNIFICATION OF REALISTIC EVALUATION AND EXPECTED EVALUATION

The same as other ideological and political theory courses, the course of "situation and policy" is carried out in a realistic environment, with realistic teaching elements and teaching system as well as realistic teaching effects. Therefore, in the teaching process of "situation and policy", the realistic evaluation for the teaching of "situation and policy" course will think about whether the teaching elements are complete or not, whether the teaching preparation is comprehensive or not, whether the teaching stage and the teaching link design are appropriate or not, whether the teaching system is integrated or not, whether the curriculum plan and the curriculum structure are reasonable or not, and how well various links are connected and so on. At the same time, "situation and policy" course is undertaken the teaching task of educating students' systematical values, specifically their situation outlook and policy outlook with Chinese characteristics, so that students can set up the correct world outlook and methodology, improve ideological and political quality, advance the capability to judge and analyze current international and domestic situations and major hot issues, and promote all-round development and healthy growth in the course. Then, the teaching of "situation and policy" course will inevitably produce certain practical effects, which are mainly reflected in the development and changes of college students' thoughts and behaviors during their college years. After the systematic teaching of "situation and policy" course, the realistic evaluation of the study effects in the "situation and policy" teaching evaluation is mainly manifested in how well the college students grasp the current situation at home and abroad, how well they master the Party's and State's lines,

principles and policies at this stage, and how well the theoretical knowledge and world outlook imparted in the classroom are accepted from their inside or are internalized by them, and so on.

In addition, the teaching evaluation of “situation and policy” course still has certain expected effects that are potential. This is because the value education for students is in a long-term process and the impact will also last for a long time. For this reason, in the the teaching evaluation of “situation and policy” course, it is necessary to evaluate both the visible teaching effects in reality and the unique sustainability of teaching effect behind the course which is the impact of this teaching on students’ future. As one of the ideological and political theory courses in colleges and universities, the “situation and policy” course is manifested in the objective transformation of the students’ subjective world in the situation view and policy view. Moreover, the transformation of the subjective world of college students is a relatively long-term process, and the effect can only be reflected in long-term life and practice. Meanwhile, the teaching evaluation at one moment or in a certain period of time may not assess the teaching effect of college students’ subjective world objectively and comprehensively. Only when college students will embark on careers in the future, can their ideological and political accomplishments, outlook on life, values, situations and policies in college be fully embodied. Therefore, not only the teaching evaluation in the classroom and on the campus but also the expected effect evaluation and the potential effect in the future should be paid attention to in the teaching evaluation of “situation and policy” course.

V. UNIFICATION OF INDIVIDUAL EVALUATION AND COLLECTIVE EVALUATION

In terms of individual evaluation, the teaching evaluation of “situation and policy” course is reflected in the two dimensions of teacher evaluation and student evaluation. In fact, teachers are responsible for the teaching process of every course independently, which is the process of the teachers’ mental work. The teachers’ personal work attitudes, knowledge structures, teaching methods, and labor inputs will all have an impact on the teaching effect of this course, so the teaching evaluation will vary with teachers. In the process of teaching, teachers’ work attitudes, teaching methods, teaching patterns and language arts will influence students’ values. If teachers give instruction with scientific and reasonable teaching methods, advanced and effective teaching measures are, and the teaching contents embody political nature, students will well accept the viewpoints and theories of national ideological construction in learning process, and further enter the internal knowledge transformation stage. In the process of teaching, teachers are laden with the mission and task of teaching theories to students thoroughly. Once teachers are not serious about their work and pay no attention to the combination of political nature and knowledgeability, and they cannot give correct guidance to students the self-recognition and self-reflection in the teaching process, then they will inevitably turn the teaching of “situation and policy” course into empty political preach, and students will not be convinced about the thorough theories for this reason. Therefore, the individual evaluation for the teachers is of great significance. At the same

time, students, as an important part of the teaching process, also exist in the form of individuals in the teaching activities, which is also the specific embodiment that teaches students in accordance with their aptitudes, students themselves and careers advocated by the current individualized teaching. As a result, the evaluations of the individual students should also consider how much students have learned from the teaching activities, what kind of effect they have obtained, how much recognition they have for the impartment of values, and how many ideas and motivations they are able to infect and educate the classmates around them.

In terms of collective evaluation, the teaching evaluation of “situation and policy” course is also reflected in teacher evaluation and student evaluation. The construction of ideological and political theory courses in colleges and universities is the result of collective labor. Whether collective lesson preparation, or the organization of teaching activities, the exchange of teaching experience, the adjustment of teaching content or the deepening of teaching research, it is the result of collective labor and crystallization of collective wisdom from teaching institutions of each course in colleges and universities. Of course, in colleges and universities, the teacher who is responsible for the value education task is not only one person, he or she is not only from the teacher who teaches ideological and political theory course, but also from the ideological and political educator who works for students’ daily ideological and political education. The achievement of collective labor will ultimately be embodied in the improvement of students’ ideological and political quality. Therefore, the evaluation for teachers should also realize that this is a group composed of many ideological and political educators, and the labors of each teacher jointly produce education and teaching activities that build students’ values. At the same time, the evaluation for students is not limited to each individual student. The evaluation of all students’ ideological and political quality and comprehensive quality should also be taken as an important part of the evaluation of the teaching effect of ideological and political theory course in a university, and the evaluation whether the students cultivated can meet the development needs of the country and society should be emphasized. In this case, the individual value of teachers’ independent labor and the social value of teachers’ collective labor, as well as the teaching effect of individual students and the education effectiveness of all students all should be evaluated in the teaching of “situation and policy” course.

VI. CONCLUSION

Only by thoroughly grasping the basic characteristics of the teaching evaluation of “situation and policy” course, can the teaching evaluation system of this course be constructed scientifically. This is the prerequisite problem of the teaching evaluation research of the “situation and policy” course, and the cognition and in-depth research for the problem are conducive to the establishment of a scientific and rational teaching evaluation system, and further realize the identification, diagnosis and improvement of the teaching quality of “situation and policy” course.

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