

Design and Optimization of the Index System of Ideological and Political Evaluation of Higher Vocational Courses

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Abstract: At present, ways to improve the quality of ideological and political education in higher vocational courses have become an important direction of education and teaching reform in higher vocational colleges. This paper first briefly expounds the necessity of constructing the evaluation index system of ideological and political education in higher vocational courses, then analyzes the design principles of the evaluation index system of ideological and political education in higher vocational courses, and discusses the optimization strategy of the evaluation index system of ideological and political education in higher vocational courses, in order to provide some reference for the innovation and development of vocational ideological and political education.

Keywords: Curriculum thought and politics; Evaluation index system; Design; Optimization

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1. Introduction

The evaluation index system of curriculum ideology and politics is a comprehensive evaluation tool, which aims to measure the teaching quality of curriculum ideology and politics and students' learning effect. The evaluation index system of curriculum ideology and politics not only pays attention to students' mastery of ideological and political knowledge, but also pays attention to whether students can practice socialist core values and other values in their study and life. The evaluation index system of curriculum ideology and politics is of great significance in promoting the comprehensive development of students and the innovation of ideological and political work in colleges and universities^[1]. Therefore, teachers should actively explore the design and optimization of the ideological and political evaluation index system of higher vocational courses, so as to cultivate more excellent professionals with both morality and talent.

2. The necessity of constructing the evaluation index system of ideology and politics in higher vocational courses

2.1. Promote the in-depth development of curriculum ideological and political education

Higher vocational colleges shoulder the heavy responsibility of training talents with innovative and applied professional skills. As one of the important contents of higher vocational education, curriculum ideology and politics play a positive role in guiding students to establish correct values and enhance students' ideological ethics and social responsibility. Based on this, higher vocational colleges should actively explore ways and methods to construct and optimize the evaluation index system of ideological and political education in higher vocational education, and further promote the in-depth development of ideological and political education in higher vocational education^[2]. On the one hand, the design of a scientific and reasonable curriculum ideological and political evaluation index system, it will help teachers pay more attention to the integration of ideological and political elements in professional teaching, so as to effectively improve the teaching quality and education effect. On the other hand, the establishment of the evaluation index system of ideological and political education in higher vocational courses can also help teachers better understand the actual progress of ideological and political education in the curriculum, to adjust teaching strategies and methods in time.

2.2. Promote the all-round development of students' core literacy

The establishment of the ideological and political evaluation index system of higher vocational courses aims to deepen students' ideological and political education, cultivate students' core quality, and promote their all-round development. Through the curriculum ideological and political evaluation index system, students can not only gain professional knowledge and skills but also significantly improve their ideological and political literacy, professional ethics and other aspects. The curriculum is an ideological and political evaluation index system that focuses on the cultivation of students' core qualities, especially in the aspects of innovation consciousness, practical ability and social responsibility^[3]. By integrating ideological and political education into professional teaching, students can enhance their recognition and practice of socialist core values while mastering professional skills, to realize the integration of knowledge and practice. At the same time, the curriculum ideological and political evaluation index system also pays attention to the cultivation of students' mental health and humanistic quality, and teachers can guide students to form a positive attitude toward life and value pursuit based on the evaluation results.

2.3. Improve teachers' ideological and political teaching ability

Teachers play a crucial role in ideological and political education in higher vocational courses. Course ideological and political education is not only to impart ideological and political knowledge but also to guide students to form correct life values, moral values, and worldviews. Therefore, the establishment of the evaluation index system of higher vocational curriculum ideology and politics will play an active role in promoting teachers' ability to curriculum ideology and politics teaching. To build a scientific evaluation index system, teachers need to strengthen the study of the basic principles of Marxism, the theoretical system of socialism with Chinese characteristics, and the excellent traditional Chinese culture. Through in-depth study, teachers can better understand the profound connotations and educational goals of curriculum ideology and politics and lay a solid theoretical foundation for carrying out curriculum ideology and politics^[4]. At the same time, establishing an effective evaluation mechanism of curriculum ideology and politics is also the key to improving teachers' teaching ability. Designing a scientific and reasonable evaluation index system can

comprehensively and objectively evaluate the effect of teachers' curriculum ideological and political teaching, and then help teachers to improve their curriculum ideological and political teaching level.

3. The design principle of the evaluation index system of ideological and political curriculum in higher vocational colleges

3.1. The principle of combining qualitative evaluation with quantitative evaluation

In the design of the index system of ideological and political evaluation of higher vocational courses, the combination of qualitative and quantitative evaluation is an important principle. Qualitative evaluation focuses on the observation and evaluation of students' ideological and political accomplishment, professional ethics, and social responsibility, while quantitative evaluation measures the effect of ideological and political teaching through specific data. These two evaluation methods have their emphasis and complement each other, and can fully reflect the actual effect of curriculum ideological and political education^[5]. Qualitative evaluation emphasizes in-depth analysis of the intrinsic changes of students in curriculum ideological and political education, such as the change of values, the improvement of moral consciousness, etc. It pays more attention to the process and details helps teachers to understand the learning needs and growth paths of different students and then provides a basis for the adjustment of teaching strategies. The quantitative evaluation shows the effect of curriculum ideological and political education through quantitative data, such as students' mastery of ideological and political knowledge, enthusiasm for learning ideological and political education, and frequency of participating in social practice activities. These data can not only facilitate statistical analysis but also objectively reflect the actual situation of curriculum ideological and political education. Therefore, the combination of qualitative evaluation and quantitative evaluation can make the index system of higher vocational curriculum ideological and political evaluation more comprehensive and scientific.

3.2. The principle of combining process evaluation with result evaluation

Procedural evaluation focuses on student behavior, attitude and engagement in the learning process, while outcome evaluation emphasizes the final presentation of student learning outcomes. The combination of these two evaluation methods can further improve the quality and depth of ideological and political education in the curriculum. In the course of ideological and political education, teachers should conduct process evaluations of students through diversified evaluation methods. For example, teachers can evaluate students' performance in class discussions, group cooperation and practical activities using observation records, student self-evaluation and peer mutual evaluation^[6]. In this way, the teachers can not only find out the problems in the course of ideological and political teaching in time and give guidance but also encourage students to actively participate in the course of ideological and political learning. At the same time, the result evaluation should also run through the whole course of ideological and political teaching. Teachers can evaluate students' mastery of ideological and political knowledge and the improvement of their personal ideological and political accomplishments through examinations, assignments, projects and other forms. The combination of process evaluation and result evaluation can help strengthen the management of teachers' course ideological and political teaching process and make students understand the purpose and direction of course ideological and political teaching.

3.3. The principle of consistency between the evaluation content and the teaching objective

The consistency of evaluation content and teaching objectives is one of the important principles to be followed when constructing the index system of ideological and political evaluation of higher vocational courses. In the ideological and political teaching of higher vocational courses, the teaching goal should not only pay attention to the imparts of knowledge, but also pay attention to the cultivation of students' ideological ethics and social responsibility^[7]. Therefore, the evaluation index system needs to be designed around the cultivation of students' core qualities, such as critical thinking, innovative consciousness, teamwork ability, etc., to ensure that the cultivation of these qualities is highly consistent with the teaching objectives. When implementing this principle, teachers should make clear the specific teaching objectives of the course, break them down into operational evaluation points, and reflect them in the evaluation indicators. For example, if the teaching goal is to improve a student's critical thinking ability, then the evaluation content should include an assessment of the student's ability to analyze, judge and solve problems.

4. The optimization strategy of the index system of ideological and political evaluation of higher vocational courses

4.1. Optimize the content of the curriculum ideological and political evaluation index based on moral education

Moral cultivation is the fundamental task of higher vocational education. Therefore, the design of the ideological and political evaluation index system of higher vocational courses should fully reflect this educational task to ensure that students can form correct moral values, worldviews and life values while learning professional knowledge and skills^[8]. At the same time, to optimize the content of the curriculum ideological and political evaluation index, the primary task is to ensure that the content of the curriculum ideological and political evaluation is in line with the goal of moral education. In the actual teaching process, the curriculum ideological and political evaluation index system can be optimized from the following aspects:

(1) The accurate positioning of the evaluation index

The evaluation index of curriculum ideology and politics should closely focus on the requirements of training socialist builders and successors, and clarify the key contents of the evaluation such as patriotism education, social responsibility training, and legal awareness improvement.

(2) Situational simulation should be added

Teachers should test students' ideological and political accomplishments and problem-solving ability in specific situations by setting realistic situations to make the evaluation indicators closer to reality, help students apply theoretical knowledge into practice, and deepen the understanding and recognition of socialist core values.

(3) The process evaluation should be strengthened

The traditional ideological and political curriculum often pays more attention to the outcome evaluation, but the process evaluation is also critical^[9]. In this regard, teachers should pay attention to students' participation, interaction, and teamwork in the learning process of professional courses to promote students' all-round development.

(4) Teachers should pay attention to the individualized growth of students

Curriculum ideological and political evaluation index system should take into account students' individual learning needs, teachers should respect the uniqueness of different students, and provide targeted

feedback and guidance to help students develop personalized ideological and political literacy according to their characteristics and interests.

4.2. To improve the mechanism of curriculum ideological and political cooperation for the education of students in the three aspects

“Three-all education” refers to the educational concept of comprehensive development of morality, intelligence, physical fitness, the United States, and labor, which requires higher vocational colleges to pay attention to the transmission of students’ values, the cultivation of knowledge and skills and personalized development in the course design and teaching process. Therefore, building a curriculum ideological and political evaluation index system in line with the concept of “three-all education” will not only help optimize the content of curriculum ideological and political education but also promote the overall development and healthy growth of students^[10]. When optimizing the evaluation index system of curriculum ideology and politics, teachers should take “three aspects of education” as one of the core guiding ideologies.

First of all, teachers should establish curriculum ideological and political evaluation standards in five dimensions morality, intelligence, physical fitness, beauty and labor. This means that the curriculum’s ideological and political evaluation system not only pays attention to students’ moral cultivation and ideological understanding but also covers the growth of knowledge learning, physical health, aesthetic taste and labor skills.

Secondly, teachers should strengthen the consistency between the curriculum content and the goal of “three-in-one education.” The curriculum’s ideological and political teaching design should be closely combined with the socialist core values, and through case analysis, practical activities and other diversified teaching methods, to guide students to understand and absorb the correct values in practical learning activities. In addition, teachers should actively promote the deep integration of curriculum ideological and political teaching with professional teaching. For example, teachers of professional courses can jointly develop interdisciplinary courses with teachers of ideological and political courses, so that ideological and political education can penetrate every link of professional learning so that students can deepen their understanding of social responsibility and personal value while learning professional knowledge^[11].

Finally, teachers should make good use of information technology to improve the efficiency and quality of ideological and political evaluation of courses. In actual teaching, teachers can use modern information technology such as big data and cloud computing to realize dynamic management and real-time feedback of curriculum ideological and political evaluation to provide more accurate and personalized teaching guidance for teachers and students. At the same time, teachers should establish a mechanism for the participation of multiple evaluation subjects. In addition to teachers and students, parents, industry experts and other parties should be encouraged to participate in the curriculum’s ideological and political evaluation, forming a good atmosphere for the whole society to participate. This not only helps to improve the comprehensive quality of students but also injects fresh vitality into the innovative development of ideological and political education in higher vocational courses.

4.3. Focus on core qualities and innovate multi-curriculum ideological and political evaluation methods

In higher vocational education, integrating ideological and political education into professional courses is an important way to improve students’ comprehensive quality. To achieve this goal better, teachers need to

start from the core quality and innovate the evaluation method of ideological and political education in the curriculum. At present, although some higher vocational colleges have established a curriculum ideological and political evaluation index system, there are still problems such as too much emphasis on theoretical knowledge teaching, neglect of the cultivation of students' practical ability, and single evaluation methods^[12]. In this regard, teachers can improve the educational effectiveness of the curriculum ideological and political evaluation index system through the following strategies.

(1) Use the case teaching method

By selecting practical social cases closely related to the teaching content of the course, teachers allow students to deepen their understanding and application of ideological and political theoretical knowledge in the analysis and discussion, and cultivate their critical thinking and problem-solving abilities.

(2) Introduce project-based learning

Teachers should encourage students to focus on social hot issues or the actual needs of enterprises to carry out professional learning with specific projects, let students complete various tasks in the project through group division of labor, improve their knowledge mastery and practical operation ability, and complete the effective integration of professional learning and ideological and political education in the process.

(3) The mechanism of peer evaluation should be adopted

Teachers can add mutual evaluation among students to the curriculum's ideological and political evaluation system, which can not only enhance communication and cooperation among students but also guide students to examine their learning behaviors and achievements from the perspective of others to promote students' self-cognition and self-reflection ability^[13]. At the same time, teachers should also pay attention to the performance of students in the learning process, such as students' innovative thinking ability, communication ability, etc., to comprehensively evaluate the comprehensive quality of students.

Through the implementation of the above strategies, a more comprehensive, dynamic, and diversified ideological and political evaluation system for higher vocational courses will be created to help students achieve balanced development in both professional learning and ideological and political accomplishment.

4.4. Optimize the operational mechanism of curriculum ideological and political evaluation based on the feedback results

The establishment and implementation of the index system of ideological and political evaluation of higher vocational courses is a process of dynamic adjustment and continuous improvement. The continuous optimization of the evaluation operation mechanism can better reflect the improvement of students' ideological and political quality and core ability and also help promote the innovation of teachers' teaching methods and the improvement of education and teaching quality^[14]. To make effective use of the feedback results to optimize the operational mechanism of curriculum ideological and political evaluation, first of all, a timely and effective feedback mechanism should be established. Teachers should regularly collect feedback information from students on ideological and political teaching, including but not limited to students' learning experience, grade changes, suitability of teaching content, etc. Such feedback information is an important basis for optimizing the operational mechanism of ideological and political evaluation of curriculum^[15].

5. Conclusion

To sum up, the implementation of the curriculum ideological and political evaluation index system in

higher vocational education will play a positive role in the in-depth development of curriculum ideological and political education, the comprehensive development of students' core quality, and the improvement of teachers' curriculum ideological and political teaching ability. Teachers should constantly optimize and perfect the evaluation index system of ideological and political curriculum in higher vocational education, to provide more powerful talent support for the social and economic development of our country.

Disclosure statement

The author declares no conflict of interest.

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