

Evaluating Ideological and Political Education for Public-Funded Normal Students: A Case Study of Heyuan Polytechnic’s “World Bank Loan Class” Project

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Abstract: To provide education that satisfies the people, it is necessary to adapt to the new trends of high-quality education development in the new era and cultivate well-rounded and outstanding teacher candidates. The effectiveness of ideological and political education for public-funded normal students in colleges and universities is directly related to the high-level development of local basic education. Taking the “World Bank Loan Class” project at Heyuan Polytechnic as an example, this paper focuses on fundamental, current, and long-term issues, explores the educational philosophy of moral cultivation, and discusses the moral education model of “evaluation-driven learning” and “five-party co-cultivation.”

Keywords: Public-funded normal students; Ideological and political education; Promotion of learning by evaluation; Effectiveness

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1. Introduction

The effectiveness of ideological and political education in colleges and universities refers to the effect of various ideological and political education activities, which is mainly manifested in the relationship between the expected goals and results of ideological and political education activities. The effectiveness of cultivating well-rounded socialist builders and successors who excel in moral, intellectual, physical, aesthetic, and labor education is directly influenced by factors such as the educational subjects, educational content, educational methods, and educational environment.

2. Presentation of questions

In 2019, Guangdong Provincial Department of Education released the “World Bank Loan Class” local public-funded teacher training task, and Heyuan Polytechnic would cultivate 593 general teachers in primary school for Jieyang Municipal Government. In strict accordance with the requirements of the provincial Department of Education, Heyuan Polytechnic and Jieyang City government and the basic education system to jointly develop talent training programs. The project has been implemented and the phased assessment objectives have been completed. Based on the National Rural Revitalization Plan, it explores the integration of ideological and political education with professional education. The project has achieved good results by implementing refined and ledger-style management of the project training objects. The college follows the reform trend of the educational evaluation system, puts forward the education model of “promoting learning by evaluation” and implements the effect of vocational skill competition, evaluation of excellence, and difficulty assistance policies. In the first academic year of the project, the students’ academic performance reached 95.8%, including 2 national scholarships, 126 university-level scholarships, 5 national professional skills competitions and 26 provincial professional skills competitions. In the third academic year, the passing rate of college English CET-4 and CET-6 was 43.68%, the reaching rate of Putonghua certificate was 92.02%, and the passing rate of computer grade examination was 48.05%, which was more than 10% higher than the passing rate of vocational primary education in the school during the same period. 539 students have registered for the self-study examination to improve their undergraduate degrees, and 412 of them can successfully obtain their undergraduate degrees in the year of junior college graduation. The college has given full support to the hardware facilities and software resources of talent training, but the effectiveness of ideological and political education of local public-funded normal students is still not outstanding. Public-funded normal students are renowned for their professionalism. With unique learning experiences and career paths, they face different circumstances and social norms, which may lead to the development of either “self-imposed constraints” or “self-comforted” mentalities ^[1]. They are prone to fall into the dual dilemmas of “difficulty in retention” and “inappropriateness” in terms of both quantity and quality ^[2]. Colleges and universities need to focus on three key aspects:

(1) Fundamental problem: Explore the new model of “Promotion of learning by evaluation”

Colleges and universities explore and apply the new requirements of the integration of teaching evaluation in basic education to improve the moral education ability of normal university students. The traditional single evaluation model does not meet the training needs of high-quality normal students in the new era. The evaluation of the effectiveness of ideological and political education of normal students in colleges and universities must be reformed, and the evaluation system of all-round development of moral, intellectual, physical, aesthetic and labor education should be established. Students’ moral ability in moral cognition, professional emotion and social behavior should not be measured simply by scores. Dominant education and implicit education should be coordinated, and evaluation methods should be enriched and process evaluation strengthened.

(2) Realistic problem: Whether it has rich practical experience of “five aspects of co-education”

As a dynamic evolution system, ideological and political education has a dynamic balance that follows certain objective laws in the process of interaction and mutual influence of many components ^[3]. Combining the educational development strategies and reform and innovation concepts such as high-quality development of education, “five educations simultaneously” “great ideological and political education” and “three complete education,” integrating various resources, universities should focus on the quality of students’ ideological and political education and vocational education evaluation when

implementing the key project of improving quality and efficiency in colleges and universities.

(3) Long-term problem: How to implement the fundamental task of moral education

Through the premise, theory and method of continuous scientific ideological and political education evaluation, universities can better use the facts to speak, take the results to show, take the actual effect as the standard, test out how the work is done and what kind of actual effect is produced. Only in this way can we form a work-oriented and practical work-oriented, and effectively make sure the ideological and political education activities' name must be real, and things must be active^[4]. The aim of local public-funded normal students is to cultivate teachers who aim at the development of students, and to cultivate excellent grass-roots teachers who are based on love and dedication and who are responsible for moral education. Colleges and universities should explore the new mode of training local public-funded normal students and optimize the integration of ideological and political education and professional education.

3. Promotion of learning by evaluation: Thoughts and actions of ideological and political education

3.1. Self-evaluation maintains meta-cognition and pays attention to practicing teachers' morality

Meta-cognition is the individual's knowledge about their own cognitive processes and results or other related things. The dynamic coupling relationship between personal character and cognitive feelings on norms can be gradually developed in the process of education^[5]. Counselors are both rigid and flexible in ideological education, mental health education and career planning for students. Professional teachers are adept at guiding students' academic development and analyzing their learning situation. Both of them educate and guide normal students in all aspects. On the one hand, it guides students to do a good job of self-evaluation and teaches students to use assessment tools to comprehensively analyze their professional competency and development potential. With the help of SWOT analysis and the four-quadrant rule of time management, counselors and class teachers regularly conduct special tutoring to help students analyze their abilities and development potential. In the planning and planning process, they respect the students' individual interests, habit formation, and personal ideals. In the process of making plans and planning, they respect students' personal interests, habits and personal ideals.

With the help of a questionnaire and personality measurement questionnaire tool analysis, teachers guide students to understand the weight and cognitive connotation of each index, and guide students to give full play to their subjective initiative and rational analysis of their needs. In the face of the judgment and choice of learning objectives and learning objectives, value and cost, long-term and short-term benefits, normal students should maintain the meta-cognition of academic development and utilitarian value, and maintain a correct learning attitude. On the other hand, from the perspective of social cognition theory, schools should educate and guide students to establish a correct worldview, life and moral values. On the other hand, from the perspective of social cognition theory, school education guides students to establish a correct worldview, life and moral values. In view of the growth characteristics and education level of the five-year students, universities and colleges should attach importance to the education of students' ideals and beliefs and the education of teachers' morality and style, and adhere to the educational purpose of educating people and moral education first. Through heart-to-heart talk counseling, students' long-term tracking ledgers are established, so that students can participate in the transformation from passive to active, and a student-led self-growth program is formed. It is necessary

to communicate with the students of the “World Bank Loan Class” project about the needs of self-study undergraduate degree, so that they can make plans in advance. Regular theme counseling:

- (1) Guide students to set learning goals and time management in the four quadrants for each academic year.
- (2) Guide students to develop career planning and undergraduate education plan.
- (3) Guide students to develop professional skills preparation and basic skills training programs.

3.2. Mutual promotion with autonomous evaluation, focusing on the “three learning”

In the process of implementing the talent training program, universities and colleges focus on the effectiveness of the “three learning” of normal students, that is, learning to teach, learning to educate, and learning to develop. The first is to guide students to actively participate in various practical activities inside and outside the school by taking the school evaluation and evaluation mechanism as a model. In the process of participating in the formulation of evaluation and review rules, students do not only strengthen their evaluation consciousness, but also establish correct values. This is conducive to a comprehensive understanding of the standards and essence of outstanding college students, but also conducive to increasing students’ learning motivation and practical enthusiasm, and more conducive to the discovery of students’ personality and professional strengths. The second is to combine the characteristics of professional development, take a class or a major as a unit, and independently formulate a classified evaluation and evaluation mechanism in advance. Colleges and universities incorporate evaluation rules such as class democratic evaluation, professional scholarships, campus ten stars, and basic skills competition for normal students into the evaluation system. Thirdly, in the student management module, let the public-funded normal students carry out educational management training in advance, and experience the training effect in the three roles of the rule maker, referee and player of the student management of the specialty. In order to stimulate students’ innovative ability and collaborative ability, guide students to show and dare to show, and encourage students to be brave to be ‘Versailles’ youth in the new era. Fourthly, in the evaluation of professional skills assessment standards, the training characteristics of normal majors are evaluated in a diversified way in a sub-module-focused manner, and the professional training of students with many skills and profound skills is encouraged.

3.3. Implement the achievement of educational goals and focus on quality improvement

The provincial education department, university, city, primary school and family, these five functional roles together help to rural education. Each party should correct the sense of responsibility at the level of decision-making and action, from the personal growth of students to the development of national rural education and rural revitalization. The Measures for the Implementation of the Plan for the Development of Rural Teachers of Guangdong Provincial Department of Education, based on the actual development of rural education, emphasizes the orientation of vocational education and the effectiveness indicators of vocational education reform in terms of talent training needs. According to the regional demand of rural teachers, local governments should take into account regional cultural characteristics and educational background correlation factors according to local conditions, and provide corresponding internship positions for public funded normal students. The school trains “easy-to-use” and “practical” local public-funded normal students according to the requirements, and the family guarantees the smooth completion of their children’s physical and mental health. Taking the evaluation index of the construction of high-level professional groups of provincial normal majors as the model, based on the World Bank project “Five-year Primary Education Professional Training Program for grade 2019 and grade 2020” and education and teaching evaluation, courses are offered by semester. Teachers with rich teaching experience and

high professional level are arranged to teach corresponding courses, and the implementation of talent training goals is gradually promoted. In order to pave the way for the cultivation of future students' educational practical ability, the college actively maintains good communication with the education department of the commission, and has signed 20 general education system schools for students' internship and internship. At the same time, the requirements and standards of "eight one" basic skills training and assessment of normal university students have been formulated. Let students pay attention to the basic skills training of normal university students from the first year of college, and make full use of evening self-study and spare time to consolidate the professional foundation. The college invited outstanding graduates from previous years to the school to carry out a series of more than 30 lectures, to help normal students to actively face five years of college life, and to enhance their determination and confidence to become excellent rural primary school general teachers.

3.4. Practice strategies to improve the effectiveness of ideological and political education for normal students

3.4.1. Working methods: Pay attention to the students' moral education level

Colleges and universities should always adhere to the educational concept of "student-centered," to have a spectrum in mind and pay attention to a plan. College counselors shoulder many tasks and functions such as college students' ideological education, daily affairs management, mental health education, employment guidance, etc., and are the implementation subjects to enhance the effectiveness of college students' ideological and political education [6]. For students' daily ideological education and management, plans and emergency measures should be made in advance, and a ledger to "remedy the disease" should be established. First, students of different types of events or situations are classified, such as mental health, academic stress, career confusion, difficult families, etc. It is helpful to be familiar with students' personality characteristics in advance, and team counseling or theme class meeting can be carried out if necessary. Second, the "symptomatic" performance is that the counselor has cognition of the symptoms, manifestations or sequelae of common psychological abnormalities, and knows their difficulty or danger. Counselors should clarify the key points of psychological problems, and do a good job of coordinating the work of professional psychological experts in communication, so that students and parents can feel the care and warmth of the school. Third, "medicine" is to classify the management work, and the help programs such as psychological team counseling, case counseling or stage counseling should be targeted, and the mental health level of special students should be improved by effectively using the psychological defense mechanism. Counselors should pay close attention to, discover and manage scientifically, innovate multi-channel communication methods, and improve students' awareness of active communication.

Counselors should pay attention to the dimension of "all-encompassing," and use the ideological dimension of moral education to cultivate students' good quality and lead students to establish correct values. First, pay attention to multi-dimensional cultivation of advanced, healthy and harmonious class and dormitory culture, and give play to the power of implicit education. Counselors should find out the law of students' growth and education, use new media to narrow the sense of distance with students, and grasp the development of students. Second, counselors play an extremely important central role in the ideological practice of moral education. Integrate multiple forces, and take moral education as an important means and the primary premise basis to be adopted in student management. Third, in exploring the integration development path of normal students' ideological education and professional education in higher vocational colleges, on the one hand, it is necessary to strengthen the construction of curriculum ideological and political education and improve the incentive and assessment mechanism of the two, to provide a favorable guarantee for the cultivation of normal students'

professional core literacy in the educational environment. On the other hand, universities and colleges should innovate the educational channels for the integration and development of the two, and take multiple measures to integrate ideological education with classroom teaching, campus culture construction, competition to promote learning, evaluation to promote learning, professional training and other forms.

3.4.2. Effectiveness evaluation: Improve the ideological and political education mechanism of promoting learning by evaluation

The core quality of teachers' profession of normal students covers educational feelings, professional quality, educational art and innovative spirit. The ideological and political education from the perspective of moral education has always run through the career of normal students. The evaluation factors related to the effectiveness of students' core literacy training mainly include academic performance, comprehensive evaluation performance, award-winning situation, volunteer service situation, physical exercise, aesthetic education practice, community activities, labor education, Yiban-class construction and many other aspects. In the project management of 'World Bank Loan Class,' it is necessary to clarify the core value orientation of rural teacher training throughout the fundamental task of moral education. Each student participates in the formulation of various evaluation and evaluation rules, and further optimizes the evaluation mechanism and standardizes the evaluation process. In the process of participating in self-education and self-management, students attach importance to the role of project evaluation, take the evaluation role as the guidance, and enhance the awareness of self-education, fairness and justice, integrity and order. Use evaluation rules to regulate the behavior of normal students, use evaluation purposes to stimulate students' learning motivation, and use evaluation results to motivate students to forge ahead. Through the evaluation of the whole process to improve the subjective initiative of students' learning, so as to strengthen the construction of class and professional style of study, in order to achieve the benign effect of learning to promote management. Taking Class 3, a 5-year primary education class of 20 primary schools in the 'World Bank Loan Class' project as an example, the students of this class actively participate in the construction of Yiban culture, and the overall priority is given to the comprehensive evaluation of the major. In the first academic year, the class was awarded the title of "Top Ten Easy Classes" at the school level in the academic year. The annual comprehensive evaluation of the whole class added 0.5 points, and the number of school-level scholarships accounted for 16/66. The class summarizes the advantages of comprehensive evaluation and encourages classmates to continue to give full play to their advantages in class honor and personal studies. In the second academic year, the class was nominated by the provincial outstanding class, and the number of school-level scholarships accounted for 20/66. In the third academic year, the number of winners of the English skills competition and the basic skills competition of normal students in this class is more than that of other classes in the same major, and the activity is also high. The class has a high degree of professional evaluation, zero accidents and no violation of discipline and violation for five consecutive academic years. The education management mode of promoting learning by evaluation and promoting excellence by evaluation has played a role in promoting management by learning.

3.4.3. Establish a mechanism: Five sides jointly cultivate excellent rural teachers

First, in the superstructure planning of policies and talent development plans, the provincial government and the provincial education department should make rural teachers 'go down.' The primary task is to broaden the channels of rural teachers' selection and employment, take the lead in opening up the mechanism of urban and rural teachers' rotation, narrow the differences of regional teachers, and make rural teachers become popular jobs. According to the actual development of local education, the municipal government, together with the Education

Bureau and the Human Resources and Social Security Bureau, develops characteristic talent training projects, such as the directional standard normal student project, the “World Bank loan class” project, the rural backbone teacher education promotion project, and the expert training project. In the implementation of welfare policies, local governments should put the training program of teachers in the first place, and truly realize the virtuous circle of one division promoting all good. The provincial and municipal departments should synchronize the evaluation and assessment mechanism of rural teachers’ development, deeply analyze the needs of industry-professional-career development, and establish the effectiveness evaluation mechanism of five-party co-education.

Second, as an important unit for cultivating high-quality rural teachers, colleges and local primary schools should put moral education in the first place in both software and hardware. According to the curriculum standards, implement the curriculum compliance rate. Based on the talent training program, the curriculum construction is taken as the starting point to promote the professional construction, promote the training of students’ teaching ability, and improve the comprehensive quality of normal students. Put the teacher requirements of “top use, good use and durability” of local primary schools into the classroom teaching of normal majors in colleges and universities. To establish cooperation between colleges and local primary schools, let normal students enter the actual teaching position in the practical training stage, and establish a two-way mutual evaluation and co-education mechanism of “college-primary school.”

Third, colleges and families effectively assist in linkage, and jointly educate high-quality teachers who are all-round development of morality, intelligence, physical education, beauty and labor, and are determined to take root in rural education. In the process of project implementation, establish and improve the home-school collaboration mechanism. Focus on guiding students to do a good job in long-term career planning, help students eliminate the awareness of academic shortcomings, and be confident and self-reliant excellent rural teachers. Colleges and universities should regularly inculcate the awareness of self-ability improvement to local public-funded normal students, mobilize students who have obtained the undergraduate diploma to apply for in-service postgraduate students after graduation, and encourage normal students to attach importance to scientific research and teaching competition skills in teacher positions. At the same time, we will establish a home-school collaborative support mechanism to help students solve their problems promptly and help them become a new force for rural revitalization in the new era.

4. Conclusion

The particularity of the object of ideological and political education and the particularity of the value of educating people make the effect of ideological and political education in colleges and universities not all explicit or immediate, and the lag and delay in the effect of its existence ^[7]. Due to the particularity of the educational experience and career development of local public-funded normal students, the effectiveness of ideological and political education in colleges and universities is related to the implementation of the fundamental task of moral education and the realization of the value of ideological and political education. Based on the practice of cultivating high-quality rural general teachers by the World Bank loan project, this paper explores the mechanism of cultivating excellent rural teachers by provinces, cities, universities, local primary schools and families. The education of local public-funded normal students in colleges and universities is moving from training rural teachers who are “top-use, good-use, and durable” to rural high-quality teachers who can “go down, stay, teach well, and develop.” It explores from the ideological and political education mechanism of moral education,

promoting learning by evaluation and educating people by all staff, attaches importance to educational methods, and focuses on ideological guidance, ideal and belief education and practical problem solving.

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Reference

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