

A Practical Exploration of “Ideological and Political Path and Evaluation System of Professional Basic Courses in Higher Vocational Colleges—Taking the “Economics” as an Example

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Abstract

This paper refines the “five elements method” with professional characteristics, based on the paradigm of “Three educations and three styles”, taking the ideological and political construction of economics, a basic course of culture and art majors in higher vocational colleges, as an example. By comparative analysis method and case study, it integrates theoretical knowledge with philosophy, culture, innovation, morality, current politics and integrates information technology as well. Through “class in class”, we should innovate teaching methods and form a set of integrated ideological and political integration paths with professional characteristics. At the same time, this paper discusses the curriculum ideological and political evaluation system from the five dimensional evaluation indexes, and provides new ideas for other professional basic courses.

Keywords

Curriculum Ideology and Politics, Three Educations and Three Styles, Class in Class, Route, Evaluation System

1. Introduction

In recent years, the “curriculum ideological and political” reform carried out by colleges and universities has achieved good results, especially the ideological and political construction of colleges and universities in Shanghai is repre-

sentative, forming the “Shanghai experience” (Teng, 2020), which has been vigorously promoted throughout the country and achieved good results. However, in the process of ideological and political construction and teaching of professional courses, we found that not all teaching contents can well implement the concept of ideological and political education. If ideological and political elements are rigidly incorporated, professional courses may be turned into ideological and political courses, which is not the effect of Ideological and Political Education. In addition, the concept of ideological and political construction of professional courses needs to be changed. The ideological and political construction of courses should be the ideological and political construction of various disciplines under the concept of “great ideological and political”. The goal is to improve students’ comprehensive quality, not just knowledge education or ideological education.

From the current research on the construction of “curriculum ideological politics”, most of them discuss the ideological politics of curriculum in theory, or design the path and way of ideological politics of curriculum from the perspective of educational reform. For example, Xufeng Su and Zhihui Jiang (2019) vividly explored and practiced “who to cultivate, how to cultivate, and for whom” from the concept of “four returns” through the ideological and political cases of economics courses. Hanjin Xie et al. (2019) designed four paths for college teachers in the new era, namely, teacher ethics, scientific research, love and current affairs, to explore the ideological and political orientation of courses from the outside to the inside, and used the 360 degree evaluation method to study the ideological and political evaluation system of professional courses for college teachers in the new era. Bin Chen and Yuemin Teng (2021) explored and studied the curriculum ideology and politics from the perspective of the paradigm of “Three educations and three styles”. Among them, the three educations are the main path of ideological politics, “Tao in teaching, morality in teaching, and education in fun”, the three styles are the main ways of ideological politics, “Finishing touch, special embedded, element combination”. (Teng, 2021)

From the existing literature research, there are many explorations on the ideological and political methods and paths, but there are relatively few studies on the specific operation norms and effect evaluation of a discipline, making the curriculum ideological and political construction a mere formality, which is difficult to carry out and promote effectively. At the same time, quality evaluation is also the standard to test the effectiveness of the ideological and political reform of the curriculum. The following is a scientific exploration in the form of cases study and comparative analysis through the standardized operation and effect evaluation of the curriculum ideological and political construction of representative disciplines, and puts forward corresponding suggestions for the curriculum ideological and political construction of professional basic disciplines.

2. Discussion on the Ideological and Political Path of Professional Basic Courses in Higher Vocational Colleges—Taking the Ideological and Political Path of “Economics” of Art Brokerage Major as an Example

2.1. Case Analysis

2.1.1. Case Background Introduction

Professional basic courses are generally the pre courses of professional courses, which are set up more in the lower grades, and are mainly based on professional theoretical knowledge, especially platform courses applicable to all majors. If they are not well combined with the major characteristics, students often question the necessity of starting courses and lack of enthusiasm for learning. Take the economics of Art brokerage major as an example. It is a professional platform course of the Department of cultural management of our college. It is opened in the first semester. It will explain the basic principles of economics and analyze the current economic phenomena in China in most classes, students will feel that this course has little to do with their majors. In addition, there are certain difficulties in understanding the course principles, and learning interest will be greatly reduced. Through ideological and political construction, the course content is reorganized. Based on the principle of being adequate and applicable to higher vocational students, the economics course is divided into five teaching modules, including price prediction, consumption analysis, production management, market research, and policy study. Based on the combined method of elements in the “Three educations and three styles” (Teng et al., 2018), combined with the characteristics of art brokerage major students, professional characteristics and the phenomenon of the art industry, the five elements of ideology and politics in each module of the course are refined, namely, the “philosophy” element in dialectical analysis, the “culture” element in the industry, the “morality” element in the position, the “innovation” element in practice and the “policy” element in the development of the industry. Through the integration of these ideological and political elements, we hope to guide students to establish correct values, consciously carry forward the core socialist values (integrity), and cultivate good quality (morality) (Gu, 2020). At the same time, we should pay attention to cultivating students’ cultural literacy, cooperation spirit, innovation and entrepreneurship, guide students to learn and use policies to benefit the world and the people, cultivate feelings, cultivate morality, be brave in innovation, and adhere to integrity, so as to lay the foundation for cultivating high-quality and highly skilled industry talents.

The ideological and political path of the economics course is shown in **Table 1**.

2.1.2. Case Analysis of Curriculum Ideological Politics—“Supply Theory” of Economics

1) *Basic information of the course*

This case is about the ideological and political situation of the economics

Table 1. Ideological and political construction system of economics course.

| Teaching modules | Ideological and political objectives | Teaching content design | Ideological and political teaching point | ideological and political elements | teaching devices | Evaluation system |
|-----------------------|--|---|--|--|---|---|
| Price forecast | Improve comprehensive quality, including: 1. Scientific thinking 2. save the world 3. Deep planting feelings 4. Cultivate morality | Classroom teaching: supply and demand theorem, price determination and prediction application Extracurricular tasks: (Liu et al., 2020) Research on the current situation of the industry and analysis of price trends | 1. The law of supply and demand follows the general and special cognitive laws 2. Price judgment is inseparable from correct values, ethics and development outlook | Philosophy morality Innovation Policy Culture | “Three educations and three styles” Applied information technology Online and offline integration Integrate multiple teaching methods Inspiration, exploration, cases, interaction, discussion, scenarios class in class development | 1. Whole process assessment Increase the usual and process assessment, 50% at ordinary times: 50% of final examination papers: 2. All staff assessment Teacher evaluation, student evaluation, enterprise evaluation 3. Five in one Moral education and intellectual enlightenment; Intellectual inspiration; Labor shaping; Cultural Education; Legal guidance; Teaching and learning complement each other |
| consumption analysis | 5. Collaborative innovation 6. Adhere to integrity | Classroom teaching: consumer behavior theory, utility evaluation Extracurricular tasks: analyze consumption pain points and provide solutions | 1. Marginal utility analysis embodies the principle of quantitative change to qualitative change 2. Consumer behavior analysis encourages enterprises to innovate continuously | | | |
| production management | | Classroom teaching: producer behavior theory, input-output Extracurricular tasks: input-output analysis of enterprise projects | 1. Marginal output analysis and economies of scale analysis embody the principle of quantitative change to qualitative change 2. The behavior of enterprises is affected by macro policies; Cultural enterprises should not only pursue economic benefits, but also give priority to social benefits. | | | |
| market research | | Classroom teaching: market competition and strategy selection, market failure Extracurricular task: market structure analysis and management strategy of cultural industry | 1. Monopoly hinders innovation 2. Completely competitive enterprises are difficult to bear social responsibility | | | |
| policy study | | Classroom teaching: macroeconomic issues, policy analysis Extracurricular tasks: predict the government’s macro-control policies and impacts according to relevant indicators | 1. National economic development should follow the concept of green development 2. The macro-control strategy reflects the socialist market economic system with Chinese characteristics | | | |

course offered by freshmen in art brokerage major. The teaching content of the case is the supply theorem.

2) *Learning situation analysis*

Students have understood and mastered the demand factors that affect the market price of products and the impact of changes in these demand factors on the demand of industrial products before learning this task. At present, students' judgment of price is still lack of logical analysis at the supply level, their understanding of the factors affecting supply is not comprehensive, their analysis of some phenomena in the industry of their major-culture and art industry is not enough, and they have not yet put forward effective solutions to the problems existing in this industry.

3) *Ideological and political integration program (Table 2)*

4) *Teaching process and design*

a) *Course import*

Taking an ordinary cup and a creative design cup as example, and then a cup with the copyright of Baishi Qi painting works, a teacher introduces the main contents of this chapter.

i) What is the supply law of general goods? What is the relationship between price and supply?

b) What is the supply law of cultural products? What are the influencing factors?

ii) *Content design and teaching*

Task exploration:

From of Beihong Xu's Galloping Horse Map to Keran Li's Red Mountains, and then to Daqian Zhang's Imitation Tao Shi's landscape painting, teacher puts forward the task:

Table 2. Ideological and political path of the supply theorem.

| Teaching modules | Ideological and political objectives | Teaching content design | Ideological and political teaching point | ideological and political elements | teaching devices |
|------------------|--|--|--|--|---|
| supply theorem | <p>Knowledge objectives: Understand supply and its laws</p> <p>Skill objectives: Be able to analyze the factors affecting supply</p> <p>Literacy goals: 1. Scientific thinking 2. save the world 3. Deep planting feelings 4. Cultivate morality 5. Collaborative innovation 6. Adhere to integrity</p> | <p>Classroom teaching: Supply connotation Supply law Factors affecting supply</p> <p>Extracurricular tasks: Analysis on the current supply situation of Chinese red art works market</p> | <p>1. The law of supply follows general and special laws</p> <p>2. The supply of enterprises depends on their values, ethics and development outlook</p> <p>3. The healthy development of the cultural industry, affected by industrial policies, should put social benefits first</p> | <p>Philosophy morality Innovation Policy Culture</p> | <p>“Three educations and three styles” Elemental compound Finishing touch Thematic embedded Applied information technology Inspiration, exploration, cases, interaction, discussion, scenarios class in class</p> |

What factors do you think will affect the supply of artworks considering one of the current investment and wealth management products,?

Combined with professional characteristics, students will analyze the influencing factors of supply, and improve their cultural literacy.

Class discussion:

Why are artworks counterfeiting emerging in endlessly, and what are the reasons for the chaos of artworks counterfeiting? The discussion results are as follows: the reasons for the industry chaos include:

i) Price factors: the price of famous paintings is high, and profits drive counterfeiting;

ii) Institutional factors: exemption clause of auction house;

iii) Moral factors: lack of moral and artistic integrity, and lack of correct values and moral guidance;

iv) Technical factors: printing, chemistry, machinery and other technological progress, fake illegible.

v) Management factors: there is a mature chain in the market of making fake products, creating momentum, identifying fake products, photographing fake products and protecting fake products. Lack of relevant legal control.

Teacher will put forward industrial chaos, guide students to analyze the influencing factors of industrial supply problems, and imperceptibly integrate moral, policy, innovation and other ideological and political elements

Consolidation and improvement:

Technological innovation promotes the development of cultural market. Such as VR art creation, VR exhibition viewing, digital art, etc;

Thinking innovation promotes the supply of cultural products. Such as cultural brand authorization

The national policy guides the healthy development of the cultural market, such as the development strategy of cultural industry at the 19th CPC National Congress.

Through case expansion, inspiration and emphasis on the need for industry development to establish innovative thinking, understand and apply industrial policies.

c) Summary and evaluation

Course summary:

There are general and special laws of supply. The factors affecting supply are mainly divided into two categories, price and non price factors. The supply law of the culture and art industry has its particularity. If the market wants to develop healthily, we should adhere to the principle of giving priority to social benefits, establish a sense of innovation and adhere to professional ethics.

Effect evaluation:

Provide some question tests: what will happen to the supply of the art market under the influence of the following factors?

i) National support policies for cultural industry;

- ii) Technological improvement and breakthrough;
- iii) Art prices rise.

Through the summary and evaluation of students, clarify the basic knowledge points that students should master and improve their literacy, and understand students' understanding and cognition of classroom content.

d) Job arrangement

Class in Class Training (Zhu & Teng, 2020): vr/ar training (Fundamentals of economics, new media art design)

Task Training: Consult the information of famous Red works of Chinese artists and the influencing factors of red works creation (such as creation background and motivation), and use the learned design knowledge to carry out the development and production of vr/ar materials.

Strengthen educational objectives:

Analyze and apply the influencing factors of the supply of red cultural products to enhance the effectiveness of Ideological and political education; Combine science and technology, project driven, create VR products, and improve comprehensive quality; Enhance students' teamwork and innovation ability; Realize the mutual benefit of teaching and learning (Science and innovation research project of the Ministry of education, professional innovation team project).

5) Exploration of curriculum ideological and political evaluation system

Economics evaluation results of students' courses are divided into two parts: the end of the term accounts for 50% and the usual time accounts for 50%. The evaluation system adopts the evaluation mode of full staff, whole process, and Five in One. "Full evaluation" refers to the integrity of the evaluation subject, which is mainly reflected in the after-school task training, including teacher evaluation (70%), student self-evaluation (15%) and student mutual evaluation (15%); "Whole process evaluation" refers to the timeliness of evaluation, including 40% of process assessment, 10% of attendance interaction and 50% of final examination; "Five evaluation" refers to the scope of evaluation indicators, which measures the effectiveness of education from five aspects, including moral education (ideological and moral level assessment), intelligence (dialectical analysis level assessment), labor (innovative thinking level assessment), culture (cultural literacy level assessment) and Law (policy application level assessment). "Integrated evaluation" refers to the comprehensive evaluation, that is, the performance of the comprehensive overall assessment results, which is reflected in the results of the class post certificate competition and the effectiveness of teaching and learning, including in and out of the classroom, online and offline, internship and training, entrepreneurship and innovation competition and Industry University research projects. Specific evaluation contents are shown in **Table 3**.

2.2. Results and Findings

Although the professional basic course Ideological and political education is applicable to all majors, the case analysis should be well combined with the

Table 3. Evaluation Mode of full staff, whole process, Five in One.

| objective | target | Assessment content | Percentage of score | teacher evaluation (70%) | student evaluation (15%) | Students' mutual evaluation (15%) | Total score |
|---|--|--|---------------------|--------------------------|--------------------------|-----------------------------------|-------------|
| moral education (ideological and moral level assessment), | Moral quality values | Class attendance Classroom interaction | 10% | | | | |
| intelligence (dialectical analysis level assessment) | innovative thinking Professional ethics Teamwork | final exam | 50% | | - | - | |
| labor (innovative thinking level assessment) | Cultural literacy Industry cognition | Task training (course post research competition) Classroom interaction (online and offline) | 20% | | | | |
| culture (cultural literacy level assessment) | Compliance with regulations Policy observation | Task training Classroom interaction | 10% | | | | |
| Law (policy application level assessment) | Theoretical Mastery dialectical thinking | Task training Classroom interaction | 10% | | | | |

characteristics of the major, and the teaching content should also be combined with the major to make some choices. The major should be applicable and sufficient, so as to improve the students' enthusiasm for learning

The effect and quality evaluation of Ideological and political courses should also be combined with the characteristics of courses, majors and schools. The whole staff, whole process and all-round assessment, on the one hand, assesses the mastery of students' knowledge and skills, on the other hand, assesses students' values, ethics, development outlook, entrepreneurship, innovation and cooperation spirit, so as to evaluate the improvement of students' overall quality (Li, 2022).

3. Suggestions on Ideological and Political Reform of Professional Basic Courses in Higher Vocational Colleges

3.1. Explore the Teaching Method of "Class in Class" Integration of Professional Basic Courses, Integrate multiple Methods, and Realize Learning in Interest and Innovative Education

The teaching content of professional basic courses, especially platform courses, should be adjusted in combination with professional characteristics. For example, the economics course of art brokerage major, in addition to the case tasks combined with the current situation of the culture and art industry. at the same time, the course homework and after-school training also adopt the "class in

class” method, Combine the course content of economics with the “basic design” course in the major of art brokerage, and arrange the homework content about exploring the market and influencing factors of Chinese artists’ red works The homework results are synchronized with the professional virtual simulation training, which greatly improves the students’ interest, values and the comprehensive quality and ability of the art profession. The above-mentioned ideological and political exploration of in class integration requires teachers to carefully analyze the learning situation of the classes they teach, and also requires teachers to have a certain professional comprehensive quality.

3.2. Implement the Teaching Concept of “Three Educations and Three Styles”, Combine the Characteristics of Courses and Schools, Refine Ideological and Political Elements, Cooperate between Schools and Enterprises, and Comprehensively Educate People

The refinement of Ideological and political elements of professional basic courses should be combined with curriculum characteristics, professional characteristics and school characteristics. The implementation of teaching tasks closely follows the current situation of the industry, citing real projects and tasks. For example, the five ideological and political elements extracted in the chapter of the supply theorem of economics include culture, morality, philosophy, innovation and policy. The case analysis selects the current situation of the art industry, and the assignment is combined with professional training projects to realize curriculum education, practice education and cultural education through the examples of element combination, topic embedding and finishing touch.

3.3. Build a Diversified Comprehensive Evaluation System, and Promote Teaching and Learning and Collaborative Education through Comprehensive Examination of All Staff, The Whole Process, and Five in One

The ultimate goal of the ideological and political construction of the curriculum is to improve students’ comprehensive quality. Therefore, the ideological and political effect and evaluation of the curriculum should be all-round. For example, the evaluation of economics teaching measures the effectiveness of educating people from five aspects, including moral education (ideological and moral evaluation), wisdom (dialectical analysis evaluation), labor (innovative thinking evaluation), culture (cultural literacy evaluation) and Law (policy application evaluation). The integrated comprehensive evaluation helps to improve the talent training mode of professional “course post certificate competition” and further implement the fundamental task of Building Morality and cultivating talents.

4. Conclusion

The ideological and political construction of curriculum is an urgent need to promote the reform of Vocational Education in China, and it is also a necessary

way to build excellent courses. Through the ideological and political construction of the curriculum, comprehensively strengthen the educational guidance function of professional courses, combine the professional characteristics, from the mastery of theoretical knowledge to the improvement of cultural and legal literacy, from the possession of national feelings to the persistence of professional ethics, closely follow the needs of the times, cultivate innovative thinking, improve the quality of talent training, and achieve the goal of collaborative education.

Founding

This paper is the stage achievement of “2022 Shanghai University Curriculum ideological and political demonstration team project”.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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