

Research on Teaching Evaluation of “Six-Dimensional Integration” by Integrating Course Ideology and Politics into Mixed Teaching—Taking “Project Evaluation” Series Course as an Example

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Abstract

The integration of curriculum ideology and politics into professional courses is the focus of promoting the reform of curriculum ideology and politics, which leads to the “six-dimensional integration” teaching evaluation research of curriculum ideology and politics into blended teaching. Taking the “Engineering Valuation” series of courses as an example, based on the design of course evaluation rules and reform effectiveness evaluation, a teaching centered six-dimensional evaluation is carried out from the levels of learning objectives, learning conditions, learning guidance, student activities, learning effectiveness, innovative characteristics, and overall evaluation. Based on course evaluation analysis and reform effectiveness evaluation, analyze the psychological formation mechanism of various obstacle factors affecting the performance of teaching reform, explore how to weaken the development level of each obstacle factor, block the psychological generation chain of each obstacle factor, and expand the curriculum re-optimization design. In order to better carry out the “six-dimensional integration” teaching evaluation research of blended teaching with curriculum ideology and politics.

Keywords

Curriculum Ideology and Politics, Project Evaluation, Six-Dimensional Integration, Teaching Evaluation

1. Introduction

Since 2018, the National Education Conference has made it clear to integrate

morality education into all aspects of education, which has pointed out the direction for the development of curriculum ideological and political construction in colleges and universities (Sun, 2019). Education in the new era is to cultivate socialist builders and successors, merely imparting knowledge is no longer enough to meet the needs of modern education, undergraduate ideological and political education has the essential features of creativity, comprehensiveness and guidance, carrying out university curriculum ideological and political allows teachers to transmit correct values and moral thoughts to students in teaching, which is the key to realizing high moral values establishment and people cultivation. With the advent of the Internet era and the development of new media technology, traditional classroom teaching has lagged behind modern development. Blended teaching is a teaching mode that combines the advantages of online teaching and traditional teaching (Xie, Xu, & Li, 2021), it has the characteristics of diverse teaching forms, high student participation, and no time and space limitations. Blended teaching can guide students from the shallow to the deep, so that students gradually fall in love with this teaching mode. This article aims to explore how to better integrate curriculum ideology and politics into the “six-dimensional integration” teaching evaluation research of blended teaching.

From an international perspective, with the advancement of science and technology and the rapid development of industry, in order to meet the quality of school teaching and society’s needs for university talents, many universities in developed countries have established evaluation systems that meet the needs of all parties after years of exploration. mechanism. For example, the University of California, Berkeley, has developed a curriculum assessment system that focuses on “normative standards”, “motivating performance”, “diversity and comprehensiveness” and “pursuit of excellence”, Australia has a TAFE course assessment system. Australia has a TAFE course assessment system. At present, domestic research is often based on the teaching quality evaluation system constructed throughout the teaching process, but there are relatively few targeted studies on professional courses. With the integration of curriculum ideas and mixed teaching, new requirements are put forward for the professional curriculum evaluation system. This article not only cuts in from the perspective of curriculum ideology and politics, but is also based on professional curriculum teaching, and adds the innovative teaching model of blended teaching, integrating the three to establish a teaching evaluation system. From the “learning objectives, learning conditions, learning guidance, student activities, learning effects, innovative features and overall evaluation”, and other levels to carry out student-centered teaching six-dimensional evaluation design teaching reform.

2. The Composition of the “Six-Dimensional Integration” Teaching Evaluation System of Blended Teaching

Blended teaching provides a new way of continuous innovation for the current classroom teaching reform (Li, 2017). The characteristics of the “Project Evalua-

tion” series of courses are policy, technical, economic and practical. The combination of the two enriches the concept of “six-dimensional integration” teaching evaluation of blended teaching. The main content is learning objectives, learning conditions, learning guidance, student activities, learning effects, innovative features and overall evaluation. These six dimensions form a “six-dimensional integration” teaching evaluation system.

2.1. Learning Objectives

The previous teaching mode of the “Project Evaluation” series of courses explains the calculation rules of installation engineering drawings, and requires students to master the method of using quotas for group pricing (Jiang & Wu, 2020). This makes students only learn the relevant theoretical knowledge, but cannot master the actual operation method. However, the learning goal in the “six-dimensional integration” teaching evaluation of blended teaching is to require students not only to study theoretically, but also to master the operation of each case. And pay attention to the long-term training of students, so that students can understand the needs of actual work earlier, and better have the business ability to complete work independently.

2.2. Learning Conditions

In the pre-course learning phase of the blended teaching model, students mainly use cloud classrooms for online learning (Liu, 2020). According to the syllabus and professional ability requirements, teachers avoid blind self-study by students, list project resources in a purposeful and targeted manner, and provide students with a task list for self-study. In this way, teachers in offline classrooms can better answer the questions and difficulties encountered by students, so that students can better solve problems, gain more knowledge and save time. After class, if students have any questions, they can ask the teacher through the cloud classroom or watch the course multiple times, which greatly improves the learning efficiency.

2.3. Study Guidance

Based on the particularity of the “Project Evaluation” series of courses, using the “synchronized visualization” learning guidance method, the concept content is vividly displayed in front of students and teachers. The specific guidance method is: use CAD and other visualization software to carry out the drawing conversion demonstration, and learn the drawings together to form a common “drawing review” effect; “conceptual visualization” is a method of displaying visualization methods such as graphics, images, dynamic surfaces, videos, and flowcharts, which can enhance students’ perceptual understanding and improve teaching quality (Zou, 2015). This not only enables students to better directly accept knowledge, but also helps teachers get feedback from students in a timely manner, and better discover and solve problems. At the same time, blended teaching

combines traditional classroom teaching with modern technology, enriching educational methods and tools, making education more vivid and varied, allowing students to personally experience the “human-centered” teaching model and enhancing their understanding of this ideology.

2.4. Student Activities

In addition to learning knowledge in the classroom and conducting online and offline discussions, the arrangement of students’ after-school activities is also of great help to the study of the “Project Evaluation” series of courses. In the arrangement of student activities, the main focus will be on site visits to representative urban architectural projects, and the knowledge learned in class will be applied to actual projects, so that students can stand in a relatively high perspective. Consider the advantages or disadvantages of this project. The teaching evaluation of student activities can to a large extent test whether students integrate classroom knowledge into individual cases. At this stage, students are given an intellectual understanding that practice is the only criterion for testing truth, enhancing their understanding of the relationship between theory and practice, shaping good thinking patterns and understanding the value of developing a spirit of cooperation, exploration and dedication. And the pedagogical assessment of student activities goes a long way in testing whether students integrate classroom knowledge into their cases.

2.5. Learning Effect

“Project Evaluation” series courses adhere to the “student-centered” educational philosophy (Xie, 2018). Always put students in the first place in teaching, and complete the self-realization of student value through teaching activities centered on student learning (Hao, 2020). The main purpose is to make students have a sense of self-satisfaction in the learning process, so as to stimulate students’ interest in active learning and open up students’ creative thinking. At the same time, students are guided to dig deeper into the connotations of ideology and politics education, thus strengthening their ability to perceive and think about political, economic, cultural and social aspects, and equipping them with good information literacy and modern thinking skills. The evaluation of learning effects can understand whether students have enough interest in the course, and it is also helpful to the improvement of teachers’ teaching process.

2.6. Innovative Characteristics and Overall Evaluation

In the context of a mixed teaching model, the “Project Evaluation” series of courses have adopted multimedia teaching methods, and insist on deepening education reform, optimizing course content, and emphasizing practical application. Encourage students to strengthen their practical ability, emphasizing the training method that combines theory and practice (Huang, 2019). And adhere to the market demand-oriented type, take the road of coordinated development

of production, education and research, and focus on cultivating applied talents in engineering valuation. Through the construction and implementation of the “Project Evaluation theory and practice teaching mode with innovation as the goal under the new situation”, we can cultivate high-level technical talents with comprehensive qualities (Shen, 2010), to enhance students’ values of daring and excellence in life, and to stimulate their interest in using the changes in science and technology to continuously pursue new science. In addition, it also pays attention to the overall evaluation of students while training innovation. The learning of theoretical knowledge and the proficiency of software use of students are all within the scope of overall evaluation. So that students not only have innovative thinking, but also have a good grasp of basic knowledge.

3. Obstructive Factors of “Six-Dimensional Integration” Teaching Evaluation of Blended Teaching with Curriculum Ideology and Politics

Since the 2018 National Education Conference, it has been widely used in the teaching of professional courses in major colleges and universities, and has been loved by students. However, due to the diversification of current teaching methods and the gradual implementation of blended teaching by major universities, the integration of the “six-dimensional integration” teaching evaluation of curriculum ideology and blended teaching seems urgent, but the constraints of many factors make its integration progress slowly.

3.1. Insufficient Curriculum Ideological and Political Construction

Because the school is affected by the employment rate, and teachers also focus on the curriculum and teaching results, they do not pay attention to the students’ ideological and political education, so the school and teachers are far from paying enough attention to the curriculum ideological and political construction, leading to the final not knowing how to advance the curriculum ideological and political construction. Take the “Project Evaluation” series of courses as an example. As a very practical course, it needs to pay attention to the evaluation system of curriculum ideological and political integration into blended teaching. However, the application of new media technology to teaching is also in the exploratory stage, which leads to There are many uncertain factors, and these uncertainties have a great negative impact on those students with insufficient information discrimination ability, and hinder the construction of curriculum ideology and politics.

3.2. Social Traditional Work Ideological Constraints

Nowadays, the training of students in many universities is still “employment-only”, and students only pay attention to the training of students’ professional skills while they are in school, and do not pay attention to the all-round development of students. As a result, some students lack moral quality, and cannot become

useful talents to society, and may even endanger social development. Traditional social work thinking also makes students only pay attention to whether they can find a job that suits them after graduation, while neglecting the cultivation of their own moral character, which ultimately leads to their inability to integrate into society well. Therefore, the main reason why curriculum ideology and politics cannot be well integrated into the teaching evaluation process is that it is restricted by the traditional work thinking of society. Schools and teachers do not well realize that the training of students should “be a person before doing things”.

3.3. Curriculum Ideological and Political Work Lacks Humanization

The main body of the curriculum ideological and political work is the students, and the curriculum ideological and political work should be arranged according to the current situation of the students, so that it can be better integrated into the mixed teaching evaluation. Although current colleges and universities have repeatedly emphasized the life of middle school students and implemented the management philosophy that life is greater than learning, some colleges and universities only pay attention to students' performance and ignore their psychological needs, making students confused in their university life. It is difficult to determine and realize their own social value because of their own future direction. As a very practical course, the “Project Evaluation” series of courses need to pay attention to the integration of curriculum ideology and politics. Because the courses are highly operable and boring, the use of blended teaching can encourage students to learn actively and stimulate their interest in learning. The “six-dimensional integration” teaching evaluation of blended education with politics is more effective in promoting the overall training of students, and is more adapted to the needs of contemporary society for talent training.

4. Promote the Integration of Curriculum Ideology and Politics into the “Six-Dimensional Integration” Teaching Evaluation

4.1. Carrying out Curriculum Ideological and Political Integration Teaching Evaluation Construction

Research shows that blended teaching can improve students' learning outcomes, especially in terms of knowledge mastery and learning motivation, giving full play to the characteristics of hybrid teaching and developing online and offline teaching mechanisms. The development of new media has had a huge impact on students' learning and life, and teaching is increasingly inseparable from the use of new media. Students can make fuller use of specialist teaching materials, videos, interactive courses, online assessments and other digital media to gain a fuller and deeper understanding and mastery. Universities must pay attention to the importance of new media in improving students' ideological quality, They

should use new media, especially the Internet, to develop “Internet + Education” activities, and build and improve special ideological and political education and moral education. Educational websites and Application programs highlight the cultivation of students’ ideological quality in teaching evaluation, and adopt a combination of online and offline responses to the moral and emotional confusion of college students to effectively solve their problems. Construct online and offline linkage mechanisms to jointly promote the integration of curriculum ideology and politics into blended teaching evaluation.

4.2. Pay Attention to the Integration of Curriculum Ideology and Politics into Professional Curriculum Teaching

In the teaching of professional courses, attention should be paid to the integration of curriculum ideological and political work. Teachers should adhere to the teaching mode of combining historical materialist methodology and dialectics, and fully apply the characteristics of the combination of online and offline hybrid teaching to the majors. In the teaching of the courses, the ideological and political courses are fully integrated into the professional courses, so that students have a strong desire to participate. “Project Evaluation” series of courses should require teachers to pay attention to the integration of curriculum ideology and politics. According to the characteristics of this series of courses, we adhere to the concept of ideological and political education in the teaching of core courses, and deliver outstanding talents for social posts.

4.3. Adhere to the People-Oriented Teaching Evaluation Method

In the process of integrating curriculum ideology and politics into blended teaching evaluation, we must adhere to the principle of student body, which is the basis for Lide to cultivate people. In the “Project Evaluation” series of courses, the most important thing is to solve problems, not only to solve the problems in learning, but also the practical problems encountered in life, and to unify the actual situations encountered by students with theoretical knowledge, so that students not only learn With professional knowledge, you can also have a strong ability to solve technical problems. The integration of curriculum ideology and politics into the teaching evaluation can give full positive guidance to students’ ideological and moral character, and establish a correct outlook on life, world outlook and values (Qi, 2020). The integration of curriculum ideological and political work thinking into the training of students’ professional knowledge in colleges and universities is an important way to implement this policy.

5. Conclusion

Based on the experience gained from the teaching process and fully considering the characteristics of undergraduate ideological and political education, this article fully grasps the characteristics of blended teaching, and explores the synergy between blended teaching and ideological and political education from

the three dimensions of learning objectives, learning content, and syllabus. The six-dimensional evaluation and design teaching reform of learning-centered teaching is carried out from the levels of “learning objectives, learning conditions, learning guidance, student activities, learning effects, innovative features and overall evaluation”. Taking corresponding measures in response to problems in teaching, the teaching team fully incorporates the latest research findings on the contribution of blended learning reforms to enhancing learning outcomes and stimulating interest in learning, optimizes teaching design around learning resources, learning content and learning activities, and reforms teaching activities through innovative teaching methods. And better integrate it into the “Project Evaluation” series of courses, so as to enable students to absorb more knowledge conveyed by the teacher in a relaxed and happy diversified classroom, and not only the knowledge stays in the textbook, but also can be well integrated into life. Effectively improve students’ scientific and cultural accomplishments and ideological and moral qualities.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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