Progress in Teachers' Self-Assessment of the Effectiveness of Curriculum-Based Ideological and Political Education in University

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Abstract

Curriculum-based ideological and political education (CBIPE) is a crucial measure to fulfill the fundamental task of fostering students' moral character. It aims to achieve the unity of knowledge impartation and value guidance through the organic integration of professional courses and ideological and political education. Teacher self-evaluation, as a key aspect of enhancing the quality of CBIPE, has increasingly garnered academic attention regarding its theoretical connotation and practical approach. This paper systematically reviews the theoretical basis, practical models, and research progress of teacher self-evaluation, with a focus on analyzing its core role and practical challenges in evaluating the effectiveness of CBIPE. The research indicates that teacher self-evaluation can significantly enhance the collaborative educational effect of CBIPE by promoting teaching reflection and optimizing educational strategies. At the same time, the study points out that current teacher self-evaluation still faces issues such as the lack of evaluation tools and insufficient professional competence. Based on this, this paper proposes that in the future, a diversified evaluation system should be established, teacher self-evaluation capacity training should be strengthened, and the deep integration of ideological and political education with professional education should be promoted, providing theoretical support and practical guidance for the construction of CBIPE in university.

Keywords: Curriculum-based ideological and political education (CBIPE), Effectiveness evaluation, Teacher self-assessment, Teaching reflection

Introduction

As an important approach to fulfilling the fundamental task of cultivating students' moral character, CBIPE has become a core issue in the reform of higher education. In recent years, with the introduction of policy documents such as the "Guidelines for the Construction of Ideological and Political Education Integrated into the Curriculum in Colleges and Universities" [1], CBIPE has entered a comprehensive implementation phase. Teachers, as the main implementers of CBIPE, and teacher self-evaluation, as an important means of evaluating the effectiveness of this approach, play a crucial role in enhancing educational effectiveness. Through systematic teaching reflection and strategy optimization, it promotes the organic integration of ideological and political elements with professional education. This not only meets the inherent needs of teachers' professional development but also serves as an important guarantee for achieving comprehensive education for all students throughout the entire process [2]. Currently, research on teacher self-evaluation has shifted from initial methodological exploration to systematic construction, but there is still a need for deepening in terms of evaluation standards and implementation paths [3]. This paper aims to systematically review the research progress of teacher self-evaluation in evaluating the effectiveness of CBIPE, analyze its theoretical evolution and practical innovations, and provide theoretical support and practical references for the construction of CBIPE in colleges and universities.

1. Characteristics of teachers' self-assessment of the effectiveness of CBIPE in University

Teacher self-evaluation plays a pivotal role in CBIPE, embodying subjectivity, integration, systematicness, political orientation, and reflectiveness. It is a crucial component in enhancing the effectiveness of educational outcomes.

1.1 Diversification of evaluation subjects and teacher subjectivity

Teacher self-evaluation is a crucial component of the ideological and political education evaluation system for courses, emphasizing the initiative and reflective nature of teachers as the evaluation subjects. Different from the traditional model primarily relying on external evaluations, teacher self-evaluation comprehensively examines teaching practices by comparing pre-class designs with post-class outcomes, incorporating feedback from experts, peers, and students, thereby facilitating self-improvement. This model respects teachers' creative work, making it a core aspect of self-education and self-perfection [2].

1.2 Multidimensional integration of evaluation content

Self-evaluation should integrate professional knowledge with ideological and political education, reflecting the dialectical relationship between "morality" and "knowledge". Teachers need to explore the value pursuits (such as the core socialist values) in professional courses, combining the pursuit of "truth" with the pursuit of "goodness", and avoiding the separation of ideological and political education from professional teaching. At the same time, self-evaluation encompasses political literacy, teacher ethics norms, teaching quality, and scientific research ability, highlighting the core position of educational ability [3].

1.3 Systematic and Hierarchical Nature of the Evaluation Process

Self-evaluation should adhere to the principle of systematicness, emphasizing overall goals and hierarchical differences. For instance, teachers need to assess their teaching effectiveness (such as course design, student interaction) at different levels and pay attention to the rationality of internal factors (such as teacher-student ratio, knowledge structure). Furthermore, self-evaluation should incorporate both longitudinal (comparing one's own past and present) and horizontal (comparing across schools or individuals) analysis to comprehensively measure effectiveness [2].

1.4 Legal will and political orientation

Self-evaluation should be grounded in the Higher Education Law, uphold the guiding position of Marxism, and ensure that the evaluation serves the fundamental task of cultivating students' moral character. Teachers should demonstrate a profound understanding of "general morality" (such as the laws of social development) in their self-evaluation, and reinforce the political attributes of ideological and political education in the curriculum[2].

1.5 Reflective and diagnostic functions

Self-assessment is not merely a summary, but a profound reflection on teaching practice. By analyzing the strengths and weaknesses in teaching, teachers can diagnose issues in curriculum development and provide directions for improvement. For instance, by incorporating feedback such as students' "head-raising rate" and "nodding rate", teaching strategies can be adjusted to leverage students' subjective roles [2].

2. Theoretical basis, operational methods, and practical paths of teacher self-evaluation

2.1 Theoretical Framework of Teacher Self-Assessment

The theoretical foundations of teacher self-assessment primarily include constructivist learning theory, reflective practice theory, developmental evaluation theory, and systems theory. It is characterized by considering educational laws, ideological and political characteristics, and teachers' development needs. Constructivism [4] emphasizes that teachers use learning situation analysis tools (such as classroom observation and interviews) to understand students' characteristics in accepting values, and achieve the optimization and reconstruction of teaching behaviors through self-reflection. In the context of CBIPE, teacher self-assessment not only focuses on the effectiveness of knowledge impartation but also emphasizes value guidance and the achievement of moral educational goals. Reflective practice theory [5] focuses on teachers' critical examination of teaching behaviors in specific contexts. For example, the "reflective thinking" theory of American educational philosopher John Dewey provides a philosophical foundation for teacher self-assessment, emphasizing that teachers should engage in continuous and systematic reflection on teaching practices. Developmental evaluation theory [6] points out that teacher self-assessment should follow the principle of formality, adapting teaching strategies to student needs and social changes through continuous adjustments. Therefore, teachers need to fully utilize the promotional function of self-assessment, transforming self-assessment results into teaching improvement plans, such as sharing ideological and political education cases through collective lesson planning to enhance team teaching

capabilities. Systems theory [7] views the effectiveness of CBIPE as an organic whole consisting of goals, content, methods, and evaluation. Teacher self-assessment needs to pay attention to the correlation between various elements: at the goal level, it is necessary to align teaching directions with national ideological and political education requirements (such as responding to "questions about China"); at the content level, it is necessary to explore ideological and political elements in professional courses (such as integrating the spirit of craftsmanship into science and engineering) to avoid the phenomenon of "two skins"; at the method level, it is necessary to adopt strategies such as case teaching and inquiry-based learning to enhance the influence of ideological and political education; at the evaluation level, it is necessary to construct "process + outcome" indicators, such as tracking students' value changes through teaching logs. Systems theory emphasizes that self-assessment needs to shift from fragmented reflection to systematic improvement, realizing that the "whole is greater than the sum of its parts" in CBIPE.

2.2 Operational methods of teacher self-assessment

In terms of specific methods, teachers' self-evaluation advocates the combination of qualitative evaluation and quantitative evaluation [8]. Qualitative evaluation reveals the effectiveness of implicit education in CBIPE through long-term recording of teaching behaviors and analysis of teaching cases, such as the subtle transformation of students' values. Quantitative evaluation, on the other hand, objectively measures the effectiveness of CBIPE by designing a scientific evaluation index system. The combination of the two forms a complete evaluation framework.

2.3 Practical paths for teacher self-assessment

The practical path of teacher self-evaluation primarily encompasses systematic teaching reflection, diversified feedback collection, and continuous implementation of improvements [2]. Teaching reflection is the core component of teacher self-evaluation, requiring teachers to identify deficiencies in teaching and develop improvement strategies by comparing pre-class designs with post-class outcomes, utilizing internal tools such as teaching journals, observations of student classroom performance, analysis of teaching audio/video recordings, and homework evaluations, as well as external perspectives such as student feedback and peer review. For instance, in the ideological and political education practice within science and engineering courses, teachers can adjust the integration methods of ideological and political elements by analyzing the ethical awareness demonstrated in students' experimental reports. Student feedback is collected through questionnaire surveys, focus group interviews, and other methods to gather students' direct perceptions of the effectiveness of CBIPE. Peer review, on the other hand, relies on platforms such as teaching and research activities, teaching observation, and other mechanisms to promote experience exchange and professional growth among teachers. For example, Shanghai Jiao Tong University has established a "Curriculum-Based Ideological and Political Education Teaching Case Library" to provide rich reference materials for teacher self-evaluation. Beijing Normal University has developed a "Curriculum-based Ideological and Political Education Teaching Reflection Scale" to assist teachers in systematically evaluating the effectiveness of integrating ideological and political elements. Fudan University has formed a collaborative system between teacher self-evaluation and external evaluation through a "three-line linkage" mechanism, integrating leadership from the Party committee, implementation by departments, and construction of Party branches. These practices

demonstrate that effective teacher self-evaluation requires multiple combinations of institutional guarantees, resource support, and cultural atmosphere.

3. The role of teacher self-assessment in evaluating the effectiveness of CBIPE

3.1 Promoting teaching reflection and strategy optimization

Teacher self-evaluation promotes the continuous optimization and innovation of CBIPE strategies through systematic teaching reflection. Firstly, in the teaching of professional courses, teachers can timely discover the deficiencies in integrating ideological and political elements through self-evaluation, and then adjust the teaching content and methods, such as increasing case discussions and practical activities, to enhance students' emotional experience and value recognition. For example, in economics courses, teachers analyze students' discussion performance on economic ethics cases and add a link for analyzing real-life hot issues, thereby enhancing students' ability to make value judgments. Secondly, in terms of teaching methods, teacher self-evaluation promotes the application of innovative modes such as blended learning and project-based learning, improving the interactivity and effectiveness of CBIPE. For instance, in the course of "Basic Principles of Marxism" at Tsinghua University, through teacher self-evaluation-guided teaching reform, theoretical lectures were combined with social practice, and a "Red Search" practical project was designed, significantly enhancing students' political identity. In addition, digital teaching platforms provide technical support for teacher self-evaluation. Through analyzing learning behavior data, teachers can more accurately evaluate the implementation effect of ideological and political education [9].

3.2 Enhancing the effectiveness of collaborative education

Teacher self-evaluation has established a comprehensive collaborative education mechanism by integrating ideological and political courses with professional courses. In the practice of collaborative education between ideological and political courses and CBIPE in universities, teacher self-evaluation helps professional teachers clarify their educational responsibilities, form a joint educational force with ideological and political teachers, and jointly cultivate students' political literacy and moral character. For example, East China Normal University has implemented the "curriculum-based ideological and political tutor system", where experienced ideological and political teachers guide professional teachers in conducting self-evaluation and jointly designing educational programs. On the other hand, in terms of interdisciplinary cooperation, teacher self-evaluation promotes communication and collaboration among teachers of different disciplines. For instance, in the integration practice of physical education and ideological and political courses, through the integrated model of "teaching, training, competition, and evaluation", teachers focus on cultivating students' teamwork spirit and social responsibility awareness in self-evaluation, making physical education teaching an important carrier of value education. These practices demonstrate that teacher self-evaluation not only enhances the teaching level of individual teachers but also promotes the formation of a school-wide educational community [3].

4. Challenges and countermeasures of teacher self-evaluation in CBIPE

4.1 Challenges of teacher self-assessment in CBIPE

Teacher self-assessment faces multiple challenges in evaluating the effectiveness of CBIPE. Firstly, due to disciplinary barriers, teachers have deviations in understanding the connotation of CBIPE. Some teachers simply equate ideological and political education with political theory indoctrination, resulting in the awkward integration of ideological and political elements, which affects the educational effect. Secondly, teacher self-assessment lacks scientific and effective evaluation tools. The existing evaluation indicators tend to focus on teaching skills and ignore educational effectiveness, leading to subjective evaluation results. Thirdly, some teachers regard self-assessment as a task without deeply reflecting on the essence of education, making self-assessment a mere formality and lacking effectiveness. Fourthly, there is insufficient connection between teacher self-assessment and external evaluation systems. For example, student evaluations of teaching focus more on classroom interest rather than value guidance, which is misaligned with the goal of teacher self-assessment. In addition, universities' institutional guarantees for teacher self-assessment are not sufficient, and there is a lack of effective incentive mechanisms, leading to low enthusiasm among teachers for participating in self-assessment. The existence of these issues restricts the in-depth application of teacher self-assessment in the construction of CBIPE [3, 10].

4.2 Strategies for teachers' self-assessment in CBIPE

In response to the aforementioned challenges, it is necessary to improve the teacher self-evaluation system from multiple dimensions, including institutional construction, capability enhancement, and technical support. In terms of institutional construction, a diversified evaluation index system should be established, integrating the advantages of qualitative and quantitative evaluations [11]. Firstly, effective self-evaluation should combine multiple dimensions such as political literacy, teaching innovation, and educational effectiveness, as well as quantitative indicators with school and professional characteristics, such as "depth of ideological and political element exploration" and "effectiveness of guiding students' values". Secondly, a specialized curriculum ideological and political teaching evaluation scale should be developed based on the self-evaluation indicator system, which should include quantifiable teaching indicators while also reserving space for qualitative descriptions (such as observation records and data analysis). In terms of capability enhancement, professional training for teacher self-evaluation should be strengthened. Through workshops, seminars, and other forms, teachers should be helped to master skills such as case teaching and situational simulation for integrating ideological and political elements. For example, Nanjing University regularly holds the "Curriculum Ideological and Political Teaching Design Competition", which promotes teachers' self-evaluation capabilities through competition-based evaluation. In terms of technical support, an artificial intelligence-assisted evaluation system can be introduced to analyze teaching reflection texts through natural language processing technology, providing data support for teachers. At the same time, a collaborative mechanism between schools and colleges should be established, regularly organizing student evaluation of teaching and teaching seminars to promote the exchange and promotion of teachers' self-evaluation experiences. In terms of implementation methods, it should be embedded into the normalized teaching reflection process. Self-evaluation should run through the entire teaching process, including goal setting before class, dynamic adjustments during class, and effect review after class. For example, in engineering courses, teachers can evaluate whether ideological and political goals are achieved through student project practice feedback; in liberal arts courses, the effectiveness of value guidance can be judged based on the quality of classroom discussion. Cases such as the School of Civil Engineering show that regular self-evaluation sharing during teaching and research activities can significantly enhance the pertinence of teaching.

5. Research progress and future prospects

5.1 Research progress

In recent years, significant progress has been made in the research on teacher self-assessment in evaluating the effectiveness of CBIPE. At the theoretical level, research has gradually constructed a teacher self-assessment framework centered around "value guidance-knowledge impartation-ability cultivation", clarifying the principles of developmental and diversified evaluation. At the methodological level, research has explored the application of mixed research paradigms, such as combining action research with case studies, enhancing the practical orientation of research [12]. At the practical level, universities have carried out various forms of exploration. For example, Zhejiang University has established a "portfolio of ideological and political education integrated into courses" system to systematically record teachers' self-assessment processes and improvement outcomes. Furthermore, research has begun to focus on the differentiated needs of teacher self-assessment in different disciplinary contexts, such as the differences in the integration of ideological and political elements in humanities, social sciences, and natural science courses, promoting the refined development of teacher self-assessment research [12].

5.2 Future Outlook

Future research on teacher self-evaluation needs to achieve breakthroughs in both theoretical depth and practical breadth. At the theoretical level, it is necessary to further construct teacher self-evaluation models with disciplinary characteristics, such as ethical evaluation in engineering education and humanistic care evaluation in medical education. At the practical level, intelligent evaluation tools need to be developed, such as teaching behavior analysis systems based on big data, to enhance the objectivity of evaluation. At the same time, longitudinal tracking research should be strengthened, examining the continuous impact of self-evaluation on teachers' professional development through long-term follow-up. In terms of international comparison, it is possible to draw on the experience of teacher evaluation in "value education" in European and American universities, and carry out localized innovation in combination with China's national conditions. The ultimate goal is to form a teacher self-evaluation system for CBIPE with Chinese characteristics and world-class standards, providing strong support for the cultivation of virtue and talents in higher education in the new era.

In the future, it is necessary to further establish a three-dimensional evaluation system of "self-assessment-peer assessment-mutual assessment" to promote the leap from "formal integration" to "essential integration" of CBIPE. With the development of digital education, AI-assisted self-assessment tools will become a new

trend, providing teachers with real-time feedback and personalized improvement suggestions. Only by continuously improving the self-assessment mechanism can we truly achieve the grand goal of "teaching ideological and political education well in every course and being an excellent educator in every teacher's role".

6. Conclusion

Teacher self-assessment, as the core mechanism for evaluating the effectiveness of CBIPE in university, plays an irreplaceable role in enhancing the quality of such education by promoting teaching reflection and strategy optimization. Currently, significant progress has been made in theoretical construction and methodological innovation in teacher self-assessment, yet there is still a need for improvement in terms of professionalizing evaluation tools and systematizing implementation pathways. In the future, measures such as constructing a diversified evaluation system, strengthening professional training for teachers, and promoting interdisciplinary collaboration will be needed to continuously enhance the scientificity and effectiveness of teacher self-assessment. Simultaneously, attention should be paid to the coordinated development of teacher self-assessment with cultural atmosphere and institutional environment, ultimately achieving a deep integration of ideological and political education with professional education, and making due contributions to cultivating social builders and successors who are well-rounded in morality, intelligence, physique, aesthetics, and labor.

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