

# Teacher Self-evaluation System for the Effectiveness of Curriculum-Based Ideological and Political Education in Universities

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**Abstract:** The construction of curriculum-based ideological and political education (CBIPE) is a strategic measure for universities to fulfill the fundamental task of cultivating students' moral character in the new era. Teacher self-assessment, as the core component of teaching quality assurance, plays a fundamental role in enhancing the effectiveness of CBIPE. This study adopts literature review, interviews, and expert consultation to construct a systematic evaluation system for teacher self-assessment of the effectiveness of CBIPE in universities. The aim is to provide teachers with an operable self-assessment tool to promote continuous improvement in CBIPE. The research results indicate that the evaluation system for teacher self-assessment of the effectiveness of CBIPE in universities consists of four primary dimensions, nine secondary indicators, eighteen tertiary indicators, and fifty-four quaternary indicators. This indicator system is applicable to teachers of various courses in various types of universities. However, in implementation, the weight of each indicator needs to be determined according to the type of school and the type of course, and it should be revised according to social needs and educational situations. The results of this study suggest that constructing an evaluation system for teacher self-assessment of the effectiveness of CBIPE in universities contributes to the scientific and comprehensive evaluation of the effectiveness of such education, providing a powerful tool for deepening the work of CBIPE.

**Keywords:** Curriculum-based ideological and political education (CBIPE), Educational evaluation, Teacher self-evaluation, Evaluation index system

## I. Introduction: The mission and evaluation challenges of CBIPE

"Curriculum-based ideological and political education" is an invisible educational concept that emerged from regional practice in Shanghai during the process of promoting comprehensive moral education reform [1]. This

concept refers to the development and utilization of ideological and political education elements in academic courses and comprehensive literacy courses, including theoretical knowledge, value concepts, and spiritual pursuits of ideological and political education. These elements are integrated into professional course teaching, leveraging the ideological and political education functions inherent in all courses. This approach enables various courses to work in concert with ideological and political theory courses, achieving an organic unity of "knowledge impartation" and "value guidance". It subtly exerts a positive influence on students' thoughts and behaviors, aiming to build a comprehensive educational framework that involves all personnel, covers the entire process, and encompasses all aspects. Ultimately, this concept aims to fulfill the goal of cultivating students' moral character [1].

In the wave of higher education reform in the new era, the construction of CBIPE has become a key path for implementing the fundamental task of cultivating students' moral character. The introduction of the "Guidelines for the Construction of Ideological and Political Education Integrated into Courses in Higher Education Institutions" by the Ministry of Education in 2020 [2] marks a new stage in China's higher education, where value shaping, knowledge imparting, and ability cultivation are integrated into a "trinity" approach. However, the hidden, long-term, and complex characteristics of CBIPE [3] make its effectiveness evaluation a "Goldbach's Conjecture" in the field of education—both crucial and difficult to quantify.

The current evaluation of CBIPE faces three major dilemmas [4]. Firstly, the evaluation subject is homogenized, with an over-reliance on administrative assessment and neglect of teachers' subjectivity. Secondly, evaluation indicators are fragmented, lacking a systematic framework for value guidance. Thirdly, evaluation methods are simplistic, making it difficult to capture the implicit characteristics of ideological and political education. These dilemmas lead to distorted evaluation results and fail to truly reflect the effectiveness of education. Teacher self-evaluation, as the fundamental component of the quality assurance system for CBIPE [3], has a design concept that directly impacts the degree of achievement of educational goals. Therefore, constructing a scientific and reasonable teacher self-evaluation system is not only an inevitable requirement for educational evaluation reform but also a practical need to enhance the quality of talent cultivation.

## **II. Evaluation system design philosophy**

The design of the teacher self-evaluation system for the effectiveness of CBIPE in university aims to guide teachers to actively reflect on the practice of ideological and political education in courses, and promote the organic integration of ideological and political elements with professional education [3]. This system should be guided by systematic thinking, emphasizing the comprehensiveness, dynamism, and development of evaluation, avoiding a single result-oriented approach and focusing instead on the value-guiding effect in the teaching process. Through self-evaluation, teachers can identify strengths and weaknesses in teaching, promote the transformation of CBIPE from "formal integration" to "substantive education", and ultimately achieve the fundamental goal of cultivating students' moral character.

## **2.1 Value-led: An evaluation orientation centered on cultivating students' moral character**

### **2.1.1 Uphold the original aspiration of education and clarify the direction of evaluation**

The design of the self-evaluation system for teachers of CBIPE must always revolve around the fundamental questions of "who to cultivate, how to cultivate, and for whom to cultivate". The evaluation orientation should reflect three dimensions: the political dimension emphasizes adhering to the socialist direction of education, ensuring that the educational content is highly consistent with the national educational policy; the value dimension highlights the guidance of core social values, integrating core values such as national identity and cultural confidence into evaluation indicators; the developmental dimension focuses on students' lifelong growth, assessing not only the immediate teaching effects but also emphasizing the long-term process of internalizing values [1,4].

This three-dimensional orientation requires teachers to not only focus on teaching effectiveness in their self-assessment but also to examine whether the educational process aligns with national educational policies. Additionally, it demands that teachers' self-assessment move beyond traditional quantitative indicators and shift towards qualitative assessment [4]. For instance, in history courses, teachers can assess the enhancement of students' national identity by analyzing changes in their evaluations of historical events. This evaluation method avoids the pitfall of "number games" and aligns more closely with the principles of ideological and political education, ensuring that the evaluation results truly reflect the effectiveness of education.

### **2.1.2 Grasp the characteristics of evaluation and highlight implicit education**

The covert nature of CBIPE necessitates that evaluation transcends traditional quantitative indicators and focuses on subtle changes in the educational process [4]. Excellent ideological and political education is like salt dissolved in water, and its effects often manifest in students' long-term behavior. Therefore, teachers' self-evaluation should emphasize process-oriented recording, capturing the trajectory of internalized values through qualitative materials such as teaching logs and student growth records. This evaluation method avoids the pitfall of "number games" and is more in line with the laws of ideological and political education.

For instance, in engineering ethics courses, teachers can document students' conceptual shifts from prioritizing technology to prioritizing responsibility. This evaluation approach emphasizes the integration of "knowledge, emotion, will, and action," steering clear of mere knowledge assessments. By continuously monitoring students' behavioral changes over time, teachers can more precisely assess the practical effectiveness of ideological and political education, ensuring that evaluation results are profound and authentic.

### **2.1.3 Strengthen value identification and emphasize emotional resonance**

Value identification is the core objective of CBIPE. Teachers' self-assessment should focus on the transformation of students' emotional attitudes. The degree of value internalization should be evaluated through classroom observation, thematic discussions, and other methods to avoid the one-sidedness of quantitative indicators [4]. For example, in history courses, teachers can assess the enhancement of students' national identity by analyzing changes in their evaluations of historical events. This evaluation emphasizes emotional resonance, requiring teachers not only to impart knowledge but also to guide students in forming correct values. By evaluating

students' emotional reactions and behavioral changes, teachers can gain a more comprehensive understanding of the actual effectiveness of ideological and political education, providing a basis for teaching improvement.

## **2.2 System thinking: constructing a multidimensional collaborative evaluation framework**

### **2.2.1 Three-dimensional evaluation subject: forming a joint force for educating people**

The evaluation of CBIPE needs to break through the limitations of a single subject and construct a trinity framework of "student-teacher-curriculum" [1, 4]. As the direct beneficiaries, students' growth and changes are the core of evaluation; as the implementing subject, teachers need to enhance their educational capabilities through self-evaluation; and as the carrier, the design quality of the curriculum affects the effectiveness of education. The three are interrelated, forming a closed-loop system of "evaluation-feedback-improvement". For example, through student feedback, teachers can adjust teaching strategies; through curriculum evaluation, teaching content can be optimized. This collaborative mechanism ensures that evaluation results comprehensively reflect the effectiveness of education and avoids one-sided conclusions.

### **2.2.2 Four-dimensional evaluation content: achieving comprehensive coverage**

(1) Teacher dimension [1, 4]: Assessing educational philosophy and teacher ethics. This includes indicators such as political literacy, educational ability, and academic integrity, emphasizing the responsibility of teachers as the "main force". For example, through self-assessment, teachers can reflect on their teaching behaviors and enhance their educational abilities.

(2) Teaching dimension [1,4]: Focus on innovation in teaching processes and methods. This involves the design of teaching objectives, integration of content, and application of methods, requiring teachers to naturally incorporate ideological and political elements into professional teaching. For example, in engineering ethics courses, teachers can integrate ethical issues with professional knowledge through case studies, thereby enhancing students' moral judgment abilities.

(3) Course dimension [1, 4]: Evaluating the curriculum system and resource development. This encompasses syllabus revision, case development, resource integration, etc., emphasizing the systematic design of courses as the "main front of ideological and political education." For instance, through curriculum evaluation, the teaching syllabus can be optimized to ensure the comprehensive integration of ideological and political elements.

(4) Student dimension [1, 4]: Focusing on growth development and value internalization, educational effectiveness is assessed through indicators such as knowledge mastery, ability enhancement, and value transformation. For instance, student self-assessment and peer assessment can reveal students' value internalization, providing a basis for teaching improvement.

### **2.2.3 Multiple evaluation methods: ensuring scientific effectiveness**

(1) Process evaluation [4, 5]: By utilizing teaching journals, classroom observations, and other methods, subtle changes throughout the entire educational process can be recorded. For instance, in an engineering ethics course, teachers can document the shift in students' perspective from prioritizing technology to prioritizing responsibility.

(2) Outcome-based evaluation [4,5]: This involves assessing the degree of knowledge mastery and value internalization through various forms such as exams, assignments, and practical reports. It is important to avoid quantitative pitfalls and emphasize the integration of qualitative analysis in this evaluation.

(3) Value-added assessment [5]: It focuses on students' growth trajectories and evaluates the extent of their progress through comparisons between pre-tests and post-tests. For instance, in law courses, one can compare the changes in students' legal awareness upon their enrollment and upon graduation.

(4) Comprehensive evaluation [4, 5]: Integrating multiple methods to form a comprehensive judgment. Emphasizing the combination of text analysis, teaching observation, and customer evaluation to avoid one-sided conclusions. For example, forming a three-dimensional evaluation through student feedback, peer review, teaching archives, and other materials.

### **2.3 Developmental evaluation: promoting teachers' professional growth**

#### **2.3.1 The connotation of the developmental evaluation concept**

Developmental evaluation is positioned under the guidance of the scientific development concept, emphasizing the subjectivity of individuals in evaluation. It encourages teachers to actively participate in evaluation, engage in self-reflection, and pursue development. This philosophy underscores that evaluation is not merely about screening and selection; rather, it plays a crucial role in promoting teachers' professional growth and the comprehensive development of students [5].

#### **2.3.2 Practical paths of developmental evaluation**

(1) Evaluation function transformation [4]: shifting from selection to development, focusing on enhancing teachers' teaching abilities and cultivating students' comprehensive qualities. For instance, self-evaluation is employed to encourage teachers to reflect on their teaching strategies and optimize their educational methods.

(2) Evaluation relationship transformation [6]: Establish an equal "intersubjective relationship" that emphasizes the mutual growth of teachers and students. This relationship requires the evaluation process to become a dialogue platform for teachers and students, promoting mutual enhancement in teaching and learning.

(3) Evaluation method innovation [4, 6]: Adopting a model combining "text evaluation + teaching observation + customer evaluation" to comprehensively assess the educational effectiveness. For instance, integrating student feedback, peer review, teaching archives, and other relevant materials to form a multi-dimensional evaluation.

### **2.4 Practice-oriented: Constructing an operational evaluation system**

#### **2.4.1 Design principles of evaluation indicators [7]**

(1) Scientific principle: The design of indicators should adhere to the principles of education and teaching, reflecting the ideological and political connotations of the curriculum. For instance, in medical courses, "medical ethics and conduct" is taken as a core indicator.

(2) Systematic principle: Establish a "network-chain-point" framework to coordinate the entire process of talent cultivation. Emphasize the connection between courses, the integration of inside and outside the classroom, and the integration of teaching resources.

(3) Developmental principle: Focus on students' growth needs and design dynamic evaluation indicators. For example, adjust the focus of evaluation according to students' developmental stages, shifting from knowledge mastery to value internalization.

#### 2.4.2 Method for establishing evaluation criteria [7]

(1) Standard hierarchical design: Establish differentiated standards for various course types. For instance, liberal arts courses emphasize value orientation, while science and engineering courses highlight scientific spirit.

(2) Standard dynamic adjustment: Update evaluation criteria based on educational development. For example, incorporate "digital literacy" into the new standards to reflect the requirements of the times.

(3) Standard quantification and transformation: Transforming abstract standards into operational indicators. For example, refining "national sentiment" into specific indicators such as "sense of national identity, sense of historical mission, and cultural confidence".

### III. Evaluation indicator system for teachers' self-assessment of the Effectiveness of CBIPE in University

Based on systems thinking, this article constructs an evaluation index system encompassing four dimensions: "value guidance, teaching implementation, student development, and continuous improvement". Each dimension is further divided into three levels of indicators (as shown in Figure 1), forming an operable and measurable evaluation framework. This system not only reflects the universal laws of educational evaluation but also highlights the disciplinary characteristics of CBIPE, providing teachers with a comprehensive self-assessment tool.

Figure 1: Structure of the Teacher Self-Assessment Evaluation Index System for the Effectiveness of CBIPE in University

Value-driven	Political literacy	Depth of political learning	Participation in theoretical learning
			Translation rate of learning outcomes
			Ideological control
		The intensity of CBIPE awareness	Ability to identify ideological and political elements
			Value-driven design capability
			Case development quality
	Teacher ethics and style	Breadth of educational practice	Engagement in academic guidance
			Participation in extracurricular activities
			Degree of psychological care
Academic rigor		Compliance of scientific research projects	

			Normative guidance for academic papers
			Participation in academic activities
Teaching implementation	Course design	Ideological and political elements are deeply integrated	Quality of syllabus revision
			The effectiveness of the "three-level integration" model
			Level of case library construction
		Quality of teaching resource development	Course website activity
			Virtual simulation project development
			Richness of online resources
	Teaching method	Innovativeness of teaching mode	Application of the BOPPPS Teaching Method
			Effectiveness of problem-chain teaching
			Mixed teaching proportion
		Progressiveness of technology application	Utilization rate of intelligent platform
			Online test quality
			Data analysis capability
Student development	Values shaping	Degree of value recognition	Quality of specialized survey
			Depth of data analysis
			Typical behavior tracking
		Level of capability development	Degree of achievement of objectives
			Quality of innovation outcomes
			Effectiveness of value-added assessment
	teaching achievements	Teaching Awards	Demonstration lesson accreditation level
			Selection status of case library
			Winning awards in teaching competitions
		Quality of teaching and research achievements	Publication level of the paper
			Level of educational reform project

			Participation in academic conferences
Continuous improvement	Identification of existing problems	Accuracy of problem diagnosis	Clarity of problem description
			Depth of cause analysis
			Data support strength
		Feasibility of the improvement plan	Targeted measures
			Resource matching degree
			Time rationality
	Implementation of improvement measures	Content optimization quality	Case library update frequency
			Dual-dimensional goal design
			Interdisciplinary integration
		Degree of methodological innovation	Application of peer teaching method
			Development of ideological and political education APP for courses
			Deepening blended teaching
	Achievement of expected goals	Clarity of short-term goals	Satisfaction improvement goal
			Preparation for the application of demonstration classes
			Progress of resource development
Long-term planning systematization		Promotion of teaching models	
		Teaching team development	
		Cultivation of quality culture	

#### IV. Analysis of the connotation of the teacher self-evaluation index system for the effectiveness of CBIPE in university

##### 4.1 Value-oriented dimension: Dual assessment of political literacy and teacher ethics and conduct

###### 4.1.1 Political literacy

###### (1) Depth of political theory learning

① Key evaluation points: The systematicness, sustainability, and ability to transform outcomes of teachers' participation in political learning.

###### ② Specific Level 4 indicators:

**A. Participation in theoretical learning:** Record the number and duration of times teachers participate in school-level and department-level political learning. Evaluation criteria: It is required to participate in school-level centralized political learning no less than 8 times per semester, and department-level learning no less than 6 times, with each session lasting no less than 2 hours. Evaluation method: Check attendance records, study notes, and reflections. Excellent performance: Actively organize study groups and encourage colleagues to learn together. Improvement suggestion: Systematically record learning trajectories by establishing learning profiles.

**B. Conversion rate of learning outcomes:** Assesses the ability of teachers to transform political theories into teaching cases. Evaluation Criteria: Each course is required to develop at least two teaching cases that integrate the latest policies. Evaluation Method: Inspect the teaching case library and assess the relevance of the cases to policy documents. Excellent Performance: Cases are cited by other teachers or incorporated into the school's case library. Improvement Suggestion: Establish a case development workshop to enhance the quality of cases.

**C. Ideological control ability:** Evaluate whether teachers strictly adhere to political discipline in classroom instruction and academic activities. Evaluation Criteria: Establish and rigorously enforce a "dual review" mechanism (department head + teaching supervisor), ensuring 100% approval of teaching materials. Evaluation Method: Inspect the review records of teaching syllabuses, courseware, examination papers, and other materials. Exemplary Performance: Proactively identify and rectify potential ideological risks. Improvement Suggestion: Establish an ideological risk inventory and contingency plans.

## (2) The intensity of ideological and political awareness in curriculum

① Key evaluation point: The initiative and innovation in exploring ideological and political elements in the curriculum.

② Specific Level 4 indicators:

**A. Ability to identify ideological and political elements:** The ability to sort out ideological and political elements in courses. Evaluation criteria: Teachers are required to systematically sort out ideological and political mapping points in courses, such as science and engineering courses, which should include elements such as technological ethics and craftsmanship. Evaluation method: Check the mapping table of ideological and political elements in courses. Excellent performance: Identify and develop ideological and political elements with disciplinary characteristics. Improvement suggestion: Organize interdisciplinary workshops for mining ideological and political elements.

**B. Value-driven design capability:** Evaluate the clarity of ideological and political objectives in the teaching syllabus. Evaluation Criteria: Require measurable ideological and political learning objectives to be set for each chapter. Evaluation Method: Assess whether the objective statements in the teaching syllabus are specific and measurable. Excellent Performance: The organic integration of ideological and political objectives with professional objectives. Improvement Suggestions: Provide templates and examples for objective design.

**C. Case development quality:** Assess the originality of teachers' development of ideological and political cases. Evaluation Criteria: The proportion of introducing cutting-edge industry cases should not be less than 30%,

and the cases should be original. Evaluation Method: Evaluate the novelty, timeliness, and educational value of the cases. Excellent Performance: Cases are cited or adapted by other universities. Improvement Suggestion: Establish an incentive mechanism for case development.

#### **4.1.2 Teacher's ethics and style**

##### **(1) Breadth of educational practice**

① Evaluation focus: The extent to which teachers prioritize the holistic development of students.

##### **② Specific Level 4 indicators:**

**A. Academic guidance engagement:** Record teachers' guidance for students with academic difficulties and their participation in academic competitions. Evaluation criteria: Mentor at least 3 students per semester and guide at least 1 academic competition. Evaluation method: Check mentoring records and competition guidance logs. Excellent performance: The mentored students make significant progress and win provincial or higher level awards in competitions. Improvement suggestion: Establish academic guidance workshops to enhance guidance capabilities.

**B. Participation in extracurricular activities:** Evaluate the enthusiasm of teachers in guiding clubs and social practices. Evaluation criteria: Organize or participate in extracurricular activities no less than twice per semester. Evaluation method: Inspect activity plans, photos, and student feedback. Excellent performance: Activities form a brand effect and are continuously carried out. Improvement suggestion: Establish a resource library for extracurricular activities.

**C. Level of psychological care:** Assesses the proactiveness of teachers in addressing students' mental health. Evaluation Criteria: Conducting no fewer than 10 heart-to-heart conversations per semester. Evaluation Method: Reviewing conversation records and student growth records. Exemplary Performance: Timely detection and effective resolution of students' psychological issues. Recommendation for Improvement: Providing mental health education training.

##### **(2) Academic rigor**

① Key evaluation point: The teacher's unwavering commitment to academic integrity in both research and teaching.

##### **② Specific Level 4 indicators:**

**A. Compliance of scientific research projects:** Evaluate whether the scientific research projects led/participated in by teachers have passed academic ethics review. Evaluation criteria: 100% of the led/participated scientific research projects have passed academic ethics review. Evaluation method: Check project proposals and ethics review reports. Excellent performance: Project outcomes possess academic value and social benefits. Improvement suggestion: Establish a fast track for scientific research ethics review.

**B. Thesis guidance standardization:** Evaluate the duplication rate of the graduation thesis. Evaluation Criteria: The duplication rate of the graduation thesis should be controlled below 8%. Evaluation Method: Utilize a duplication detection system to inspect and review the revision history. Excellent Performance: The thesis has

received an excellent thesis award at or above the university level. Improvement Suggestion: Provide training on thesis writing standards.

**C. Participation in academic activities:** Record the situation of teachers organizing academic ethics lectures and participating in academic salons. Evaluation Criteria: Organizing at least one academic ethics lecture and participating in at least three academic salons. Evaluation Method: Check activity notices, sign-in sheets, and photos. Excellent Performance: The content of the lectures is cited by other universities. Improvement Suggestion: Establish a resource sharing platform for academic activities.

## **4.2 Teaching implementation dimension: Innovative practice in curriculum design and teaching methods**

### **4.2.1 Course Design**

(1) Integrating ideological and political elements deeply

① Evaluation focus: The degree of organic integration between ideological and political content and professional knowledge

② Specific Level 4 indicators:

**A. Quality of syllabus revision:** Evaluate the clarity of ideological and political objectives in the syllabus. Evaluation criteria: The syllabus includes measurable ideological and political learning objectives. Evaluation method: Assess the clarity and measurability of the objective statements. Excellent performance: The objectives are organically integrated with professional goals. Improvement suggestion: Provide workshops for syllabus revision.

**B. Effectiveness of the "Three-stage integration" model:** Examine the closed-loop design encompassing pre-class guidance, in-class discussion, and post-class practice. Evaluation Criteria: The completion rate of pre-class tasks should not be less than 90%, the participation rate in in-class discussions should not be less than 80%, and the participation rate in post-class practice should be 100%. Evaluation Method: Inspect task completion and discussion records. Excellent Performance: Develop a scalable "Three-Stage Integration" model. Improvement Suggestion: Provide a design template for the "Three-Stage Integration".

**C. Level of case library construction:** Evaluate the originality and timeliness of cases. Evaluation criteria: The case library should contain no fewer than 10 original cases, with at least 5 cases updated each semester. Evaluation method: Assess the originality and educational value of cases. Excellent performance: Cases are cited by other universities. Suggestions for improvement: Establish an incentive mechanism for case development.

### **(2) Quality of teaching resource development**

① Evaluation focus: The level of development and application of digital teaching resources.

② Specific Level 4 indicators:

**A. Course website activity:** Record the number of visits and the frequency of resource updates. Evaluation criteria: At least two updates per month, with a steady increase in visits. Evaluation method: Check the website backend data. Excellent performance: The website becomes an important platform for students' autonomous learning. Improvement suggestion: Provide training on website construction.

**B. Development of virtual simulation projects:** Evaluating the Application of VR/AR Technology in Ideological and Political Education. Evaluation Criteria: Develop at least one virtual simulation experiment for each course. Evaluation Method: Assess the interactivity and educational value of the experiments. Excellent Performance: The experiment is adopted by other universities. Improvement Suggestion: Provide training on virtual simulation technology.

**C. Richness of online resources:** Assess the quantity and quality of videos and exercise libraries. Evaluation criteria: Video duration should be controlled between 15-20 minutes, and the exercise library should contain no fewer than 100 questions. Evaluation method: Evaluate the quality and quantity of resources. Excellent performance: Resources are cited by other teachers. Improvement suggestion: Establish a resource sharing platform.

#### 4.2.2 Teaching methods

(1) Innovation in teaching mode

- ① Key evaluation points: Diversity and adaptability of teaching methods.
- ② Specific Level 4 indicators:

**A. Application of the A.BOPPPS teaching method:** Evaluate the design quality of Bridge-in, Objective, and other components, requiring each component to have clear evaluation criteria. Evaluation criteria: ideological and political integration in the Bridge-in component, clarity and measurability of the learning objectives, accuracy of the pre-assessment, depth and breadth of participatory learning, comprehensiveness of the post-assessment, and closed-loop nature of the summary. Evaluation methods: classroom observation and behavior recording, student feedback and questionnaire surveys, teacher self-evaluation and reflection logs, peer review and expert assessment, and a combination of process evaluation and summative evaluation. Excellent performance: vivid introduction and natural ideological and political education, clear and measurable objectives, precise pre-assessment driving teaching, deepened internalization of participatory learning, comprehensive post-assessment evaluating effectiveness, closed-loop summary strengthening reflection, continuous improvement and innovation. Improvement suggestions: learn the A.BOPPPS teaching method.

**B. Effectiveness of problem chain teaching:** Examine the hierarchy of problem design. Evaluation criteria: Each problem chain is required to include 3-5 progressive questions, closely aligning with the ideological and political objectives of the course, guiding students from knowledge understanding to value recognition. The questions conform to the "Zone of Proximal Development" theory, progressing from simple to complex and interlocking, covering cognitive levels such as memory, understanding, application, analysis, evaluation, and creation. Ideological and political content is organically integrated with professional knowledge, avoiding "labeling" teaching methods. Students actively participate in problem discussions, proposing critical viewpoints or innovative solutions. Teachers employ diverse methods such as case teaching, scenario simulation, and interdisciplinary integration. Evaluation methods: Teaching logs and reflections, student feedback surveys, classroom observations and peer reviews, and teaching outcome analysis. Excellent performance: Students can clearly articulate the connection between course knowledge points and ideological and political objectives, and

apply them in practice. The problem chain is logically rigorous, progressing from "what is" to "how to do," with students actively proposing new questions. Ideological and political elements become the core thread of the problem chain, and students naturally reference ideological and political theories during discussions. Classroom discussions are lively, with diverse student viewpoints, and teachers guide students to think deeply through follow-up questions. Incorporate interdisciplinary cases, digital tools (such as online debate platforms) or practical projects. Improvement suggestions: Modify based on the "Teacher's Self-Assessment Form for Problem Chain Effectiveness".

**C. Proportion of blended teaching:** Evaluate the rationality of the allocation of online and offline learning hours. Evaluation criteria: The ratio of online to offline learning hours. Evaluation method: Collect statistics on the duration and proportion of online and offline learning hours. Excellent performance: A ratio of 3:7 between online and offline learning hours. Improvement suggestion: Arrange online and offline teaching time reasonably according to the course content.

**(2) Progressiveness of technology application**

① Evaluation focus: The level of application of intelligent teaching tools.

② Specific Level 4 indicators:

**A. Utilization Rate of the Smart Platform:** Record the number of discussion questions posted and student participation levels to understand the quantity of discussion questions issued per class and the initiative and enthusiasm of students in participating in discussions. Evaluation Criteria: The quantity of discussion questions posted per class, the duration of discussion for each question, the number of students participating in each discussion, and the number and frequency of active posters. Evaluation Method: Platform statistics and analysis. Excellent Performance: Post at least 2 discussion questions per class, ensure each discussion question lasts for at least 10 minutes, have over 80% of students participate in each discussion, and have 60% of students actively post. Improvement Suggestions: Improve the performance of the smart platform and design appropriate discussion questions and discussion methods.

**B. Online test quality:** Evaluate the discriminative performance of test questions. Evaluation criteria: Calculate the differentiation degree of test questions. Evaluation method: Understand the number of passers for each test question and input it into the differentiation degree calculation formula. Excellent performance: The average differentiation degree is required to be controlled around 85 points. Improvement suggestion: Build a system that is left-shifted, automated, data-driven, and provides continuous feedback.

**C. Data analysis capability:** Assesses ability to utilize platform data to optimize teaching. Evaluation Criteria: Frequency of data analysis, data collection and integration capability, data analysis and interpretation capability, technology application and innovation capability, data-driven teaching improvement capability. Evaluation Methods: Multi-dimensional data collection, multi-subject collaborative evaluation, dynamic feedback mechanism. Excellent Performance: Teachers are required to conduct data analysis once a month, accurately identify students' ideological and political education needs, proactively integrate AI tools (such as intelligent assessment systems), achieve real-time tracking of learning progress, provide personalized feedback, enhance

teaching attractiveness, promote curriculum content updates based on data insights (such as incorporating emerging topics), and form a scalable teaching model. Improvement Suggestions: Enhance data literacy training, optimize platform functional support, establish incentive mechanisms, and strengthen ethical and risk awareness.

#### **4.3 Student development dimension: dual examination of internalization of values and enhancement of abilities**

##### **3.3.1 Shaping of Values**

###### **(1) Degree of value recognition**

① Evaluation focus: The level of internalization of students' values.

###### **② Specific Level 4 indicators:**

**A. Quality of special survey:** The validity and reliability of the designed questionnaire. Evaluation Criteria: The validity of the questionnaire should not be less than 0.8, and the reliability should not be less than 0.7. Evaluation Method: Statistical analysis using SPSS. Excellent Performance: The survey results are cited by other studies. Suggestions for Improvement: Provide training on questionnaire design.

**B. Depth of data analysis:** The complexity and comprehensiveness of statistical analysis methods utilizing tools such as SPSS. Evaluation Criteria: The report includes descriptive statistics and inferential analysis. Evaluation Method: Assess the completeness and scientific rigor of the report. Excellent Performance: The analysis results are adopted for decision-making. Improvement Suggestion: Provide training on data analysis.

**C. Tracking of typical performances:** Record the continuity of students' participation in ideological and political education-related activities. Evaluation Criteria: Each student is required to participate no less than twice per semester, with no fewer than five typical performances tracked each semester. Evaluation Method: Establish student growth profiles. Excellent Performance: Develop a scalable tracking method. Improvement Suggestion: Provide a tracking toolkit.

###### **(2) Level of capability development**

① Evaluation focus: Enhancement of students' critical thinking and innovation abilities.

###### **② Specific Level 4 indicators:**

**A. Achievement of objectives:** Utilize the SOLO Taxonomy to assess the cognitive development of students. Assessment Criteria: 80% of students reach the associative structure level. Assessment Method: Evaluate using the SOLO Taxonomy. Excellent Performance: Students' performance exceed expectations. Suggestions for Improvement: Provide training on SOLO Taxonomy assessment.

**B. Quality of innovation achievements:** Evaluate the technical content and ideological and political connotation of students' works. Evaluation criteria: Awards obtained at or above the school level. Evaluation method: Assess the innovativeness and practicality of the works. Excellent performance: Works are actually applied. Improvement suggestion: Provide training on innovative methods.

**C. Effectiveness of value-added assessment:** Design pre- and post-test questionnaires. Assessment criteria: The difference between the pre- and post-tests should be statistically significant. Assessment method: Use t-test

and other methods for analysis. Excellent performance: Develop a scalable assessment method. Improvement suggestion: Provide training on statistical ability.

#### 4.3.2 Teaching achievements

##### (1) Teaching awards

① Evaluation focus: The demonstrability and influence of course development.

##### ② Specific Level 4 indicators:

**A. Level of Model Class Certification:** Evaluate the certification status of school-level, provincial-level, and national-level model classes. Evaluation Criteria: Integration degree of educational objectives, depth of integration of ideological and political elements, innovativeness of teaching methods, significance of teaching effectiveness, and teacher's quality and guiding ability. Evaluation Method: Educational institutions at all levels, including schools, provinces, and the Ministry of Education, organize reviews. Excellent Performance: Each course receives school-level awards annually, and the school has 3 provincial-level awards and 1 national-level award each year. Improvement Suggestions: Strengthen the construction of model classes.

**B. Case database inclusion:** This measures the number of cases included in case databases at or above the provincial level. Evaluation Criteria: Integration degree of educational objectives, depth of integration of ideological and political elements, innovativeness of teaching methods, significance of teaching effectiveness, and teacher competency and guidance ability. Evaluation Method: Reviews are organized by provincial-level educational institutions, the Ministry of Education. Excellent Performance: The school has 5 cases selected into the provincial case database annually. Improvement Suggestion: Strengthen the construction of case databases.

**C. Awards in teaching competitions:** Evaluate the performance of teachers participating in teaching competitions. Evaluation Criteria: The grade achieved by teachers in CBIPE competitions at or above the provincial level. Evaluation Method: Count the number and percentage of teachers achieving grades in competitions each year. Excellent Performance: 10% of teachers achieve "excellent" grades in provincial competitions, and every year, some teachers win awards in national competitions. Suggestions for Improvement: Strengthen the construction of CBIPE, and enhance training for teaching competitions.

##### (2) Quality of teaching and research achievements

① Evaluation focus: academic value and practical significance of teaching research

##### ② Specific Level 4 indicators:

**A. Paper Publication:** Evaluate the quantity and quality of core journal papers. Evaluation Criteria: The number of core journal papers published by teachers and their citations. Evaluation Method: Statistics from the "CNKI" platform. Excellent Performance: Teachers publish 3 core journal papers per course, with each paper being cited 10 times. Improvement Suggestions: Strengthen the construction of CBIPE, and enhance training in teaching and research capabilities.

**B. Level of educational reform projects:** Record the initiation status of school-level, provincial-level, and national-level educational reform projects. Evaluation Criteria: The number of school-level, provincial-level, and national-level projects initiated for each course. Evaluation Method: Data collected by the Academic Affairs

Office. Excellent Performance: Each course has 6 school-level projects, 3 provincial-level projects, and 1 national-level project. Improvement Suggestions: Strengthen CBIPE and enhance training in teaching and research capabilities.

**C. Participation in academic conferences:** Evaluate the level and quality of presentations given by teachers at academic conferences. Evaluation Criteria: The number of university-level, provincial-level, and national-level conferences attended per course, as well as the number of presentations given. Evaluation Method: Data collected by the Academic Affairs Office. Excellent Performance: Participate in 10 university-level conferences, 5 provincial-level conferences, and 1 national-level conference per course per year. Teachers are invited to give presentations at each of these conferences. Improvement Suggestions: Strengthen the construction of CBIPE, and enhance training in teaching and research capabilities.

#### **4.4 Continuous improvement dimension: A cyclic mechanism for problem identification and quality enhancement**

##### **3.4.1 Identification of existing problems**

###### **(1) Accuracy of problem diagnosis**

① Evaluation focus: Teachers' ability to identify teaching issues

###### **② Specific Level 4 indicators:**

**A. Clarity of problem description:** The relevance and level of detail in the problem description. Evaluation Criteria: The problem description includes specific phenomena, occurrence frequency, and scope of impact. Evaluation Method: Evaluate the clarity and completeness of the problem description. Excellent Performance: The problem analysis is recognized by experts. Improvement Suggestion: Provide a problem analysis toolkit.

**B. Depth of cause analysis:** The extent to which the analysis of problems reflect key causes. Evaluation criteria: The ability to reveal the key causes of problems. Evaluation method: Utilize tools such as fishbone diagrams for root cause analysis. Excellent performance: The problem analysis is recognized by experts. Improvement suggestion: Provide a problem analysis toolkit.

**C. Data support strength:** The scientificity and sufficiency of the data used to support problem analysis and solution generation. Evaluation Criteria: Each problem is required to have at least three data sources. Evaluation Method: Verification using statistical tools such as SAS and SPSS. Excellent Performance: Problem analysis is recognized by experts. Improvement Suggestion: Provide training on data collection techniques.

###### **(2) Feasibility of the improvement plan**

① Evaluation focus: The scientific nature and operability of improvement measures.

###### **② Specific Level 4 indicators:**

**A. Targeted measures:** The improvement measures are all targeted at the existing problems. Evaluation Criteria: Each problem is required to correspond to at least two improvement measures, with a score of 90 or above. Evaluation Method: The "Program Evaluation Matrix" is adopted. Excellent Performance: The improvement measures address important teaching issues and set specific and quantifiable behavioral standards.

Improvement Suggestions: The effectiveness of the measures is assessed through peer review and student feedback.

**B. Resource matching degree:** The extent to which the acquired resources support the proposal of measures. Evaluation criteria: Each measure is required to have a fit degree of over 90% with the acquired resources. Evaluation method: The "scheme evaluation matrix" is adopted. Excellent performance: Expert scores of over 90 points. Improvement suggestions: Provide ways and methods for resource acquisition, or modify measures.

**C. Time rationality:** The rationality of the schedule of the improvement plan. Evaluation criteria: The improvement plan is required to include clear time nodes, with appropriate duration for each improvement stage, and a tight connection between every two stages. Evaluation method: The "scheme evaluation matrix" is adopted. Excellent performance: Expert scores above 90 points. Improvement suggestion: Provide technical training on time coordination.

#### 4.4.2 Implementation of improvement measures

##### (1) Content optimization quality

① Key evaluation point: Update and improvement of teaching content.

##### ② Specific Level 4 indicators:

**A. Update frequency of the case database:** The number of cases updated in the case database each semester. Evaluation Criteria: The case database should be updated with no fewer than 5 cases each semester, with a score of 85 or above. Evaluation Method: The number of cases updated in the case database each semester will be counted, with the quality assessed. Excellent Performance: Cases are updated promptly, with good educational effects and being cited by other schools. Improvement Suggestions: Provide sources of excellent cases and establish an incentive mechanism.

**B. Dual-dimensional goal design:** Evaluate the alignment between knowledge objectives and value objectives. Evaluation criteria: The alignment rate between knowledge objectives and value objectives should exceed 90%. Evaluation method: Assess the timeliness and educational value of the cases. Excellent performance: Cases are cited by other universities. Suggestions for improvement: Establish an incentive mechanism for knowledge updating.

**C. Interdisciplinary Integration:** Record the frequency and effectiveness of collaborative teaching with other disciplines. Evaluation Criteria: Conduct 10 collaborative teaching sessions with other disciplines per semester, effectively demonstrating the integration and connectivity of ideological and political education within different disciplines. Evaluation Method: Expert assessment of the frequency and educational effectiveness of collaborative teaching sessions with other disciplines. Excellent Performance: Seamless integration between knowledge from two disciplines. Suggestions for Improvement: Establish an incentive mechanism for interdisciplinary collective lesson planning and collaborative teaching.

##### (2) Degree of method innovation

① Evaluation focus: Breakthrough and innovation in teaching methods.

##### ② Specific Level 4 indicators:

**A. Application of peer teaching:** Focuses on whether teachers effectively achieve the preset teaching objectives through the peer teaching, student participation and interaction quality, learning outcomes, and method adaptability. Assessment criteria: The peer teaching achieves 85% of the teaching objectives, with 85% of students participating in peer teaching and good interaction. Assessment methods: Classroom performance observation, post-class test, and student feedback. Excellent performance: Experts, teachers, and students are all satisfied with the teaching effectiveness. Improvement suggestions: Training on classroom interaction design.

**B. Development of ideological and political education APP:** Record the degree of functional completeness of the APP (technical implementation and achievement of functions, integration with teaching and effectiveness of ideological and political education, application effect and potential for continuous improvement). Evaluation criteria: The APP operates stably, with core functions (such as course resource push, online testing, interactive discussion) being achievable; the interface design is simple and user-friendly, the operation process is smooth, and conforms to mobile usage habits; data security is good; ideological and political elements are naturally and organically integrated into teaching activities; teaching methods are innovative; students' professional skills, professional ethics, and moral qualities are effectively improved; teachers and students have a certain frequency and duration of using the APP, and interaction is good; effective user feedback channels have been established, and continuous optimization and iteration are carried out based on feedback; the model and experience of this APP have replicability and promotion value. The average score for the above 9 items is 85, with each item scoring 80. Evaluation method: student evaluation of teaching, teacher self-evaluation, and expert review. Excellent performance: experts score each item above 90. Improvement suggestions: technical training for APP construction.

**C. Deepening of blended teaching:** Evaluate the rationality of blended teaching design and its application effectiveness. Evaluation criteria: achievement of teaching objectives, online-offline blending ratio, depth and effectiveness of ideological and political element integration, degree of technical support and teaching innovation, application effectiveness and continuous improvement effect. Evaluation methods: teacher self-evaluation and reflection, student feedback and peer evaluation, classroom observation and behavior recording, homework and project evaluation. Excellent performance: achievement of teaching objectives at 85%, online-offline blending ratio at 3:7; ideological and political element integration depth and effectiveness score at 85, technical support and teaching innovation degree score at 80, application effectiveness and continuous improvement score at 80. Improvement suggestions: guidelines for blended teaching.

#### **4.4.3 Achievement of expected objectives**

##### **(1) Clarity of short-term goals**

① Evaluation focus: Enhancing the clarity and measurability of objectives.

##### **② Specific Level 4 indicators:**

**A. Satisfaction improvement goal:** The target value should be specific and verifiable. Evaluation Criteria: Student satisfaction, peer satisfaction, self-identity, and feedback response efficiency. Evaluation Methods: Student questionnaire survey, peer review and expert evaluation, teacher self-reflection journal, classroom

observation and behavior recording, combination of process evaluation and summative evaluation. Excellent Performance: Scores for student satisfaction, peer satisfaction, self-identity, and feedback response efficiency are all above 90. Improvement Suggestion: Training on the skill of CBIPE.

**B. Preparation for demonstration class application:** Evaluate the completeness and effectiveness of application materials. Evaluation Criteria: Integration of ideological and political objectives with professional goals, exploration of ideological and political elements and content provision, innovation in teaching methods and modes, standardization of materials and resources, teacher team and ethics, practical teaching and value guidance. Evaluation Methods: Material review, peer review and expert evaluation, student feedback and questionnaire survey, teacher self-evaluation and reflection journal. Excellent Performance: Scores above 90 in each of the six items: goal integration and content innovation, advanced teaching methods, standardized materials and rich resources, excellent teacher team, practical teaching and value guidance, demonstration radiation, and continuous improvement. Improvement Suggestions: Organize coaching sessions for demonstration class applications.

**C. Resource construction progress:** Record the completion rate of resource updates. Evaluation criteria: quality of resource content, technical performance of resources, integration degree of resources with teaching objectives, matching degree of resource construction progress with plans, and application effect of resources. Evaluation methods: material review and progress examination, peer review and expert evaluation, student feedback and questionnaire survey, teacher self-evaluation and reflection journal, combination of process evaluation and summative evaluation. Excellent performance: each of the four items—precise integration of ideological and political elements in resource content, excellent technical performance supporting blended teaching, significant improvement in learning effectiveness through application effect, and continuous optimization and demonstration radiation—scores above 90. Improvement suggestions: provide access to resources and optimization methods.

## **(2) Long-term planning with systematic approach**

① Evaluation focus: The sustainability and foresight of quality enhancement.

### **② Specific Level 4 indicators:**

**A. Promotion of teaching Models:** Evaluate the feasibility, innovativeness, replicability, and educational effectiveness of promotion plans. Evaluation criteria: model innovativeness and progressiveness, depth of integration of ideological and political elements, replicability and adaptability, student achievements and feedback, and teacher team collaboration. Evaluation methods: peer review and expert assessment, student feedback and questionnaire surveys, teacher self-assessment and reflection journals, case analysis and achievement display, and a combination of process evaluation and summative evaluation. Excellent performance: model innovation leading teaching reform, natural integration of ideological and political education, strong replicability and wide adaptability, outstanding student achievements and feedback, and efficient teacher team collaboration. Each of the above five items scores above 90. Improvement suggestions: refer to excellent teaching models.

**B. Teaching team building:** Record the growth trajectory of team members. Evaluation Criteria: Rationality of team structure, effectiveness of collaboration mechanism, ideological and political ability and teacher ethics, teaching innovation and achievement transformation, student cultivation and feedback. Evaluation Methods: Team self-evaluation and reflection journal, peer review and expert assessment, student feedback and questionnaire survey, achievement display and case analysis, combination of process evaluation and summative evaluation. Excellent Performance: Optimized team structure with clear division of labor, efficient collaboration mechanism and resource sharing, outstanding ideological and political ability and excellent teacher ethics, significant teaching innovation and achievement transformation, and remarkable student cultivation effectiveness. Each of the above five items is scored above 90. Improvement Suggestions: Draw on the construction path of excellent teaching teams.

**C. Quality culture cultivation:** Assess the degree of perfection of the quality improvement mechanism. Evaluation Criteria: Quality consciousness, quality self-reflection ability, quality self-discipline Behavior, quality self-correction mechanism, quality culture radiation. Evaluation Methods: Teacher self-evaluation and reflection logs, peer review and expert assessment, student feedback and questionnaire surveys, teaching document review, combination of process evaluation and summative evaluation. Excellent Performance: Quality consciousness internalized into professional habits, self-reflection ability driving continuous improvement, self-discipline behavior ensuring teaching standards, self-correction mechanism achieving closed-loop optimization, quality culture radiating into the educational environment. Each of the above 5 items is scored above 90. Improvement Suggestions: Transformation of school and class atmosphere.

## V. Conclusion

The design of the self-evaluation system for teachers engaged in CBIPE represents a micro-level practice of educational evaluation reform and a pivotal aspect of enhancing talent cultivation quality. By adhering to value guidance, applying systematic thinking, implementing developmental evaluation, and strengthening practical orientation, we can construct a scientific evaluation system, providing strong support for cultivating a new generation capable of shouldering the great task of national rejuvenation. This evaluation system not only focuses on immediate effectiveness but also looks to long-term development, reflecting a profound transformation of educational evaluation from a "management tool" to a "development engine" [8].

This evaluation index system forms a dynamically evolving evaluation ecosystem through a closed-loop design encompassing "value guidance-teaching implementation-student development-continuous improvement". Each indicator is accompanied by three-tier evaluation criteria, ensuring objectivity in assessment while providing teachers with clear directions for improvement. It is recommended to conduct systematic evaluations at the end of each semester, and adjust teaching strategies based on the evaluation results to achieve continuous improvement in CBIPE. This self-evaluation system, through multidimensional indicators and dynamic methods, encourages teachers to shift from passive execution to active innovation, ultimately realizing the "implicit education" effect of CBIPE.

This study provides a universally applicable teachers self-evaluation index system on the effectiveness of university CBIPE, suitable for teachers across various universities and courses. However, the weight of each indicator varies significantly depending on the type of school and course. Universities should determine the weight of each indicator and the performance of the indicator system through systematic trials. The implementation requires training support from universities to ensure the scientificity and operability of the evaluation. The system should be revised in a timely manner according to the development of the educational situation, laying the foundation for the high-quality development of CBIPE [4, 8].

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