

A CURRICULUM EVALUATION MODEL DEVELOPED FOR IDEOLOGICAL AND POLITICAL THEORY COURSE OF ZHOUKOU NORMAL UNIVERSITY

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Received : March 20, 2022

Revised : April 18, 2023

Accepted : May 31, 2022

ABSTRACT

The purposes of the current research were to develop and implement the curriculum evaluation model for Ideological and Political Theory Course of Zhoukou Normal University as well as, to study the results of curriculum evaluation and the policy or suggestion for curriculum and instruction of Ideological and Political Theory Course. The current study was divided into two phases. The first phase was to develop the curriculum evaluation model and the second one was to implement a constructed evaluation model of Ideological and Political Theory Course of Zhoukou Normal University. In the first phase, researcher developed an evaluation model for Ideological and Political Theory Course, which included five parts: context evaluation stage, input evaluation stage, process evaluation stage, product evaluation stage and outcome evaluation stage. In the second phase, the researcher implemented constructed evaluation model of Ideological and Political Theory of Zhoukou Normal University. The research sample was 30 freshmen who studied in a class. They were selected randomly. After collecting data from the questionnaire, the observation table was converted using Likert 5-point scale, and the data were analyzed using the one-sample t-test of SPSS statistical software. It was found that some problems which were needed to be solved in the Ideological and Political Theory Course related to the context evaluation stage, input evaluation stage and process evaluation stage. In the product evaluation stage and the outcomes evaluation stage, the problems found were highly consistent. Those problems were about the lack of capability to transform theoretical knowledge into practice. In addition, they were closely related to the first three stages. Therefore, the course evaluation model developed in the study was suitable for the evaluation of ideological and political theory courses.

Keywords:

Curriculum Evaluation; Ideological and Political Theory Course; Curriculum Evaluation Model

Significance of the problems

Ideological and political work has always been highly valued and concerned by the state. In December 2017, at the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping emphasized that it was necessary to adhere to the central link of cultivating people with morality, and to promote ideological and political work throughout the entire process of education and teaching. Moreover, it was necessary to realize the whole process of educating people with an all-round education (Chen, 2018).

According to the perspective of developmental classroom teaching, it was believed that the current teaching evaluation index system simply juxtaposed the evaluation indexes of "teaching" and "learning", which couldn't reflect the internal relationship between them (Liu, 2013). In another way, it was believed that the problems in the design of the current evaluation index system for classroom teaching in colleges and universities were as follows: The evaluation concept lagged the modern teaching concept, and the index design reflected "teaching by teaching" (Wang & Ao, 2015). The design of evaluation index was lack of science and guidance function. The measurability of evaluation indexes was not strong, and the evaluation results were lack of accuracy.

At present, there were relatively few research literatures on the evaluation model of ideological and political theory course. In addition, almost of them were still at the level of qualitative research, lacking statistical data and objective index support as well as unable to in-depth study about its scope of application and actual effect. To better realize the scientific evaluation of ideological and political theory courses in university, more scientific teaching evaluation model of ideological and political theory courses must be constructed. It could effectively guarantee the quality of education and teaching of this course. Through the form of evaluation and feedback, its aim was to continuously improve the Ideological and Political Theory courses.

Research questions

The research questions were as follows:

1. How does the curriculum evaluation model for Ideological and Political Theory Course of Zhoukou Normal University work?
2. What is the result of the curriculum evaluation model implemented to evaluate Ideological and Political Theory Course of Zhoukou Normal University?

Research objectives

The objectives were as follows:

1. To develop and implement the curriculum evaluation model for Ideological and Political Theory Course of Zhoukou Normal University.
2. To study the results of curriculum evaluation and the policy or suggestion for curriculum and instruction of Ideological and Political Theory Course.

Research Methodology

Phase 1: To develop an evaluation model for Ideological and Political Theory Course

1.1 To develop the evaluation model

The researcher constructed the CIPP evaluation model and numerous references such as learning outcome then interviewed seven experts in the relevant field, and finally formulated a draft of the ideological and political theory course evaluation. The researcher provided the experts the drafted evaluation model of the ideological and political theory course. The experts proposed appropriate opinions and suggestions through the analysis of the dimensions, objectives, variables of evaluation, research population and sample, tools of evaluation and data analysis from drafted evaluation model. According to the experts, the researcher was suggested to revise the drafted evaluation model of ideological and political theory course. Finally, the evaluation model of the ideological and political theory course was formed.

1.2 To collect and analyze the data for examining the drafted evaluation model.

The researcher provided the final version of the ideological and political theory curriculum evaluation model and its evaluation form to the expert group. The experts reviewed and evaluated the developed curriculum evaluation model. After obtaining the experts' feedback, the researcher analyzed the data to examine the suitability and consistency of each component of the evaluation model of the course.

Phase 2: Implement constructed evaluation model of Ideological and Political Theory of Zhoukou Normal University

2.1 Population and samples

2.1.1 Population and samples in the context evaluation stage

The population included the related educator, management personnel and related employers of Zhoukou Normal University.

The purposive sampling was used to interview three educators, three employers, and three university administrators through interview forms.

2.1.2 Population and samples in the input evaluation stage

The population was teachers and students of the ideological and Political theory course of Zhoukou Normal University.

The purposive sampling was used to interview 10 teachers of the ideological and political theory course through interview forms. The questionnaire was also carried out with 30 students enrolling in ideological and political theory courses randomly.

2.1.3 Population and samples in the process evaluation stage

The population was a teacher and student of the ideological and Political theory course of Zhoukou Normal University.

The purposive sampling was used to interview 10 teachers of the ideological and political theory course through interview forms. The questionnaire was also carried out with 30 students enrolled in ideological and political theory courses.

2.1.4 Population and samples in the product evaluation stage

The population was students of the ideological and Political theory course of Zhoukou Normal University.

The random sampling was used to evaluate the 30 students in a class of ideological and political theory course and collect the students' Learning achievement.

2.1.5 Population and samples in the outcome evaluation stage

The population was students of the ideological and Political theory course of Zhoukou Normal University.

The random sampling was used and the questionnaire was employed with 30 students in ideological and political theory courses.

2.2 Research instruments

2.2.1 Instruments for data collection in the context evaluation stage

1) The instrument for data collection was an interview form. The IOC values of all 17-interview questions in the background evaluation interview form were above 0.5. Therefore, the validity of the interview questions of all background assessment interview forms is appropriate.

2.2.2 Instruments for data collection in the input evaluation stage

1) The instrument was an interview form. The IOC values of the 13-interview questions in the background evaluation interview form were all above 0.5. Therefore, the validity of the interview questions of all background assessment interview forms was appropriate.

2) The instruments for data collection at this stage is a questionnaire.

The IOC values of 13 items were all above 0.5. The Cronbach's alpha coefficient of the questionnaire was 0.811, which was greater than 0.8. Therefore, the questionnaire of the current stage met the requirements and could be used in the study.

2.2.3 Instruments for data collection in the process evaluation stage

1) The instrument was an interview form. The IOC values of the 15 interview questions in the background evaluation interview form were all above 0.5. Therefore, the validity of the interview questions of all background assessment interview forms was appropriate.

2) The instrument for data collection at this stage was a questionnaire.

The IOC values of the 15 items were all above 0.5. The Cronbach's alpha coefficient of the questionnaire in the input evaluation stage was 0.830, which was greater than 0.8. Therefore, the questionnaire of the current stage met the requirements and could be used in the study.

2.2.4 Instruments for data collection in the product evaluation stage

1) The instrument was an observation form. The IOC values of 15 items in the observation table were all above 0.5. Therefore, the validity of the items for all Product evaluation phases was appropriate.

2.2.5 Instruments for data collection in the outcome's evaluation stage

1) The instrument was a questionnaire. The IOC values of 14 items were all above 0.5. The Cronbach's alpha coefficient value was 0.835, which was greater than 0.8. Therefore, the questionnaire of the current stage met the requirements and could be used in this study.

2.3 Data collection

2.3.1 Data collection in the context evaluation stage

The researcher observed and recorded the data by studying the relevant literature and interviewing relevant informants, including gathering information from the Government Policy, Policy of higher education, and Development of learners in 21th Century skills.

2.3.2 Data collection in the input evaluation stage

The researcher observed and recorded the data through interviews with 10 teachers and questionnaires from 30 students. These included structure of curriculum, content of curriculum, goal of curriculum, teaching and learning management, learning materials, medias and facilities, atmosphere of classroom, and subject timetable.

2.3.3 Data collection in the process evaluation stage

The researcher observed and recorded the data through interviews with 10 teachers and questionnaires from 30 students, including the information about the management, processes of teaching and learning, learning activities, extra learning activities, and measurement and evaluation of learning.

2.3.4 Data collection in the product evaluation stage

The researcher recorded the relevant data through the collection and desirable characteristics.

2.3.5 Data collection in the outcome evaluation stage

The researcher observed and recorded the relevant data through a questionnaire survey of 30 students. The main content was the Ideological and political implementation in daily life by the students.

2.4 Data analysis

2.4.1 Data analysis in the context evaluation stage

The researcher presented the information with clear and logical relationship through deductive, inductive, and synthetic methods, including extracting the law, cause and effect, and explanation from the research data to draw conclusions.

2.4.2 Data analysis in the input evaluation stage

1) Qualitative data was analyzed and interpreted using content analysis and interpretation through inductive method.

2) The data of the questionnaire was analyzed using the SPSS software to obtain the arithmetic mean and standard deviation.

2.4.3 Data analysis in the process evaluation stage

1) Qualitative data was analyzed and interpreted using content analysis and interpretation through inductive method.

2) The data of the questionnaire was analyzed using the SPSS software to obtain the arithmetic mean and standard deviation.

2.4.4 Data analysis in the product evaluation stage

The data of the observation form was analyzed using the SPSS software to obtain the arithmetic mean and standard deviation.

2.4.5 Data analysis in the outcome evaluation stage

The data of the questionnaire was analyzed using the SPSS software to obtain the arithmetic mean and standard deviation.

2.5 Propose the policy or suggestion for developing Ideological and Political Theory curriculum

According to the analysis of 5-stage evaluation results, CIPPO evaluation model, standing for context, input, process, product, and outcomes, was proposed as a policy or a suggestion for Ideological and Political Theory curriculum

Research findings

Phase 1: The findings about the development of the curriculum evaluation model for Ideological and Political Theory Course

1.1 The findings were revealed as follows:

The draft of curriculum evaluation model (CIPPO Model) consisted of five components: 1) context evaluation, 2) input evaluation, 3) process evaluation, 4) product evaluation and 5) outcomes evaluation. The important aspect of each component was as follows:

Context evaluation

The objective of the current stage was to study about the background and information of the present and future context around the world and in China. The evaluation contents included government policy, policy of higher education and development of learners in 21st Century skills. The evaluation processes included two parts: The first part related to the relevant literature. The second part related to the interview of three educators, three employers and three university administrators using interview form. The content analysis was used to analyze the data.

Input evaluation

The objective of the current stage was to study about the problems of curriculum input. The evaluation included the problems of curriculum structure, curriculum content, curriculum goal, instructional management, materials, medias and facilities, classroom atmosphere and the problems of Subject timetable. The evaluation processes included two parts: The first part related to the interview of ten instructors using the interview form. The second part related to employing questionnaire with thirty students. Data analysis included content analysis, mean and standard deviation.

Process evaluation

The objective of the current stage was to study about the problems of curriculum management processes and instructional processes. The evaluation included the problems of curriculum management processes, instructional processes, extra and ordinary learning activities

and learning measurement and evaluation. The evaluation processes included two parts: The first part related to interview ten instructors using the interview form. The second part related to employing questionnaire with thirty students. Data analysis included content analysis, mean and standard deviation.

Product evaluation

The objective of the current stage was to study about the product of curriculum. The evaluation included learning achievement and desirable characteristics. The evaluation processes included two parts: The first part related to examining students' grade within the semester. The second part related to evaluating students' desirable characteristics using the observation form. Data analysis included mean and standard deviation.

Outcomes evaluation

The objective of the current stage was to study about students' learning outcomes. The evaluation content was Ideological and political implementation in daily life by the students. The evaluation processes included the questionnaire for asking to thirty students. Data analysis included mean and standard deviation.

1.2 The findings of developing 5-stage curriculum evaluation model

This step aimed to determine the quality of the drafted curriculum evaluation model before implementing. It was evaluated by five experts to ensure its appropriateness and consistency. The findings were presented as follows:

The validity verification of the drafted model

The evaluation form for ensuring its validity being proposed to the experts was comprised of three parts. The first part was the introduction of the evaluation form. The second part was the appropriateness score and the corresponding specific description. The third part was the specific evaluation content, which consists of nineteen items. The quality of the evaluation form was considered from the Index of Item-Objective Congruence (IOC).

After the drafted model was reviewed by the advisors, then submitted the IOC-specific evaluation form to five experts. The researcher obtained the completed evaluation forms which were evaluated. The validity of all question items was above 0.5, which was appropriate.

Reliability verification of the drafted model.

The evaluation form for ensuring its reliability consisted of nineteen items. Each item appeared in the form of a declarative sentence. There were correspondingly set of five answer options in terms of: "very important, important, general, unimportant, and very unimportant". They were assigned as values of 5, 4, 3, 2, and 1 respectively to construct a Likert 5-point scale. This scaled evaluation was submitted to seven experts. The collected data was analyzed by Cronbach's alpha coefficient on SPSS software to obtain its reliability. The value of Cronbach's alpha coefficient was at 0.841. Therefore, the reliability of the drafted curriculum evaluation model met the requirements.

Phase 2: The findings of implementing the curriculum evaluation model

2.1 The finding of context evaluation stage

2.1.1 The researcher obtained the following results by studying related documents such as government policy, policy of higher education and development of learners in 21st century skills:

1) The Central Committee of the Communist Party of China and the State Council have successively issued several policies and implementation plans on ideological and political theory courses in 2005. A first-level discipline of Marxist theory was added (Dong, 2017). General Secretary Xi Jinping attached great importance to the teaching of ideological and political theory courses in colleges and universities. He has repeatedly mentioned that "ideological and political theory courses must be strengthened in the course of improvement, to enhance the affinity and pertinence of ideological and political education, and to meet the needs and expectations of students' growth and development." Additionally, his mention emphasized on cultivating newcomers to take on the great task of national rejuvenation and cultivating socialist builders and successors with all-round development of morality, intelligence, physique, art and labor." "Ideological and political theory courses were the key courses to implement the fundamental task of cultivating people through virtue" ("Xi Jinping presided over a symposium", 2019).

2) The Propaganda Department of the Central Committee of the Communist Party of China and the Ministry of Education has issued important documents many times, such as the 2012 "National College Students', Ideological and Political Education Work Evaluation System (Trial)" and the 2015 "Standards for the Construction of Ideological and Political Theory Courses in Higher Schools". The introduction of these documents aimed to improve the teaching quality of ideological and political theory courses.

3) The 21st century skills include creativity and innovation, critical thinking and problem solving, communication, collaboration, information literacy, media literacy, information and communication skills, flexibility and adaptability, initiative and self-direction, social and diverse cultural skills, efficiency, and commitment, learning and innovation. After analyzing, the required skills based on the ideological and political theory courses that related to the 21st century were critical thinking, problem solving, communication, collaboration, initiative and self-direction, social and multicultural skills.

2.1.2 The researcher obtained the following results through interviews with employers and educational managers:

1) The employer believed that the graduates trained by the university should abide the law and be loyal to the motherland. Moreover, they should have good social morality, professional ethics, the excellent quality of continuous innovation and teamwork, a correct world outlook, life values and socialist morality, good speech, well civil manners, strong adaptability and endurance. In addition, they should be able to withstand the double test of success and setbacks, respect others, care for others, be compassionate, be strict with yourself and be lenient to others.

2) Educational administrators believed that college students should have the better grasp of theoretical knowledge, being reflected in forms of good grades. However, the ideological quality of selfness was needed to be improved. There was no better way to put knowledge into action.

2.2 The finding of input evaluation stage

2.2.1 The researcher obtained the following results through interviews with professional course teachers:

- 1) The multimedia system facilities were relatively not up to date. They could only play PPT and video.
- 2) Due to the relatively large number of students in the class, the teacher couldn't effectively interact with the students in the back row when teaching in a large classroom.
- 3) The knowledge structure of the curriculum couldn't effectively achieve the teaching objectives.
- 4) The teaching materials and course schedule could better meet the requirements.

2.2.2 The researcher conducted a questionnaire survey on thirty students and obtained the following results:

At the current stage, a one-sample t-test was performed on each item of the questionnaire, and the standard was set at 70%. The finding of comparing the different scores of students' opinions with the criteria found that the average values of items numbered 1,2,4,6 and 8 were all higher than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 1) the finding of comparing the different scores of students' opinions with the criteria, 2) the course content conformed to the teaching objectives of the ideological and political theory course, 4) the ideological and political theory was appropriate for the requirement course, 6) the total amount of class hours of ideological and political theory courses was properly arranged, 7) the weekly class hour of the ideological and political theory courses was arranged properly, and 8) the educational level of the professional teachers met the relevant requirements of the ideological and political theory course in the questionnaire. On the other hand, the item numbered 3, 5,9,10,11,12 and 13 were all lower than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 3) the atmosphere of the ideological and political theory course is suitable, 5) the ideological and political theory course had an appropriate number of students taught each time, 9) the professional title level of professional teachers met the relevant requirements of the ideological and political theory courses, 10) the working years of the professional teachers met the relevant requirements of the ideological and political theory courses, 11) the teaching materials of ideological and political theory courses met the relevant requirements, 12) teaching classroom was the requirement of ideological and political theory curriculum, and 13) the multimedia system met the requirements of the ideological and political theory courses

2.3 The finding of processes evaluation stage

2.3.1 The researcher obtained the following results through interviews with professional course teachers:

- 1) In the learning activities of ideological and political theory courses, teachers were less able to introduce students into situational teaching.
- 2) In the teaching process of ideological and political theory courses, there were many phenomena of substituting and filling the classroom.
- 3) The teaching management process in the classroom of ideological and political theory could met the requirements.

2.3.2 The researcher conducted a questionnaire survey on thirty students and obtained the following results:

At the current stage, a one-sample t-test was performed on each item of the questionnaire, and the standard was set at 70%. The finding of comparing the different scores of students' opinions with the criteria found that the average values of items numbered 1,3,5,6,7,8,9,11,12,13 and 15 higher than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 1) the content, scope and expression of the ideological and political theory course are appropriate, 3) the content of ideological and political theory course could meet the needs and interests of students, 5) the knowledge of ideological and political theory courses to promote students' psychological development had a certain breadth and depth, 6) teachers chose different teaching aids according to the teaching content of different ideological and political theory courses, 7) students could actively participate in the teaching process, 8) when participating in the teaching process, students could form a positive interest and attitude, 9) there was good interaction between teachers and students in the class, 11) the teaching link of ideological and political theory course connected naturally, 12) the introduction of ideological and political theory courses was accurate, 13) in the class of the ideological and political theory course, the teacher introduced the students into the teaching situation, and 15) in the teaching of ideological and political theory courses, teachers often filled the classroom.

The average values of items numbered 2,4,10, and 14 were all lower than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 2) The ideological and political theory class teacher ignored the emotional input to the students, 4) The standard and system of ideological and political theory course for evaluating students were biased and had a lack of scientific evidence, 10) The teaching links of the ideological and political theory course were flexible and diverse, and 14) In the teaching of ideological and political theory courses, teachers skillfully organized students to study independently, inquiry and cooperation.

2.4 The finding of product evaluation stage

2.4.1 The results of students' evaluations for this semester's courses were as follows:

In this semester, the teachers were in charge of the class scored the students from four observation perspectives: student attendance, student interaction, independent learning, and homework after class. The full score was 100 points, and grades were divided according to the scores. Excellent level was at 90~100 points; good was 80~89 points; medium was 70-79 points; general was 60-69 points; failed was 60 points or less.

Table 1 Student Grade Results for Courses This Semester

	excellent	good	medium	generally	failed
Student number	1	6	16	7	0

2.4.2 The results of desirable characteristics of students in this semester were as follows:

In the product evaluation stage, a one-sample t-test was performed on each item of the observation form, and the standard was set at 70%. The finding of comparing the different scores of students' performance with the criteria found that the average values of items numbered 1,2,3,7,8,9,10,11, and 13 were all higher than the statistical significance of 70% at .05 level of statistical significance ($p < .05$). The content in those items are show as follow; 1) the students strengthened their political identification with the party's innovative theory, 2) the students strengthened their ideological identity with the party's innovative theory, 3) the students strengthened their emotional identification with the party's innovative theory, 7) the students inherited traditional Chinese virtues, 8) the students carried forward the Chinese revolutionary morality, 9) The students consciously absorbed and learned from all the excellent moral achievements of human civilization, 10) the students abided the code of ethical conduct, 11) the students respected for the rule of law is internalized in their hearts, 13) the students improved their legal literacy, and 14) the students improved their ideological and moral qualities. The mean values of the item numbered 4,5,6,12 and 15 were all lower than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 4) The students became the most active youth representatives in promoting socialist core values, 5) The students promoted socialist morality, 6) The students practiced socialist morality, 12) The students externalized exemplary compliance with the law into behavior, and 15) The students lead the moral trend.

2.5 The finding of outcome evaluation stage

2.5.1 The researcher surveyed thirty students through questionnaires and obtained the following results:

At the current stage, a one-sample t-test was performed on each item of the questionnaire, and the standard was set at 70%. The finding of comparing the different scores of students' opinions with the criteria found that the average values of items numbered 2,3,4,5,7,8,9,10,11 and 13 were all higher than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 2) In your daily life, you had the civic morality of diligence and thrift, 3) In daily life, you had firm ideals and beliefs, distinguish right and wrong, good and evil, 4) In your daily life, you had the civic morality of unity and friendship, 5) In your daily life, you had a civilized and polite social morality, 7) In your daily life, you had a civilized and polite social morality, 8) In daily life, you could have strict self-discipline, always and everywhere to the Constitution and laws as the criterion, 9) In your daily life, you had the social morality to protect the environment, 10) In your daily life, you had the social morality of taking good care of public property, 11) In your daily life, you had the professional ethics of honesty and trustworthiness, and 13) In your daily life, you had the professional ethics of contributing to the society

The average values of items numbered 1,6,12 and 14 were all lower than the 70% standard at .05 level of statistical significance ($p < .05$). The content in those items were show as follow; 1) In your daily life, you could actively practice the core socialist values, 6) In your daily life, you had the social morality of helping others, 12) In your daily life, you had the professional ethics of love and dedication, and 14) In your daily life, you could develop the habit of finding the law, handling affairs according to the law and relying on the law

Conclusion

1. The research conclusion of the curriculum evaluation model developed

Due to the analysis, the researcher developed and constructed a curriculum evaluation model for ideological and political theory courses based on the CIPP evaluation model of American scholar Stufflebeam, D.L. It includes five stages, namely: 1) Context evaluation stage, 2) Input evaluation stage, 3) Process evaluation stage, 4) Product evaluation stage, and 5) Outcome evaluation stage. The researcher conducted a data analysis on the quality of the evaluation model of the ideological and political theory course based on validity and reliability aspects, and all of the results met the requirements. Therefore, the evaluation model of the ideological and political theory course developed met the requirements and could be used in the current study.

2. The research conclusion of the curriculum evaluation model implementation

1) The research conclusion of context evaluation stage

Through the study of the results of government policy, policy of higher education and development of learners in 21st Century skills, as well as the analysis of the results of interviews with employers and education managers, the researcher comes to the following conclusions:

The quality of socialist builders and successors cultivated by ideological and political theory courses required by government policies and higher education policies is consistent with the qualities that employers expect employees to possess. The 21st Century skills required by the course objectives of the ideological and political theory courses can meet the requirements of government policies and higher education policies to cultivate people as well as the qualities that employers expect employees to have. However, education administrators believe that there is an appropriate gap between the students trained in the actual ideological and political theory courses and the socialist builders and successors required by government policies and higher education policies, which couldn't meet the needs of employers for employees. corresponding quality expectations.

2) The research conclusion of input evaluation stage

The researcher drew the following conclusions through the study of the interview results and the analysis of the questionnaire survey results:

In terms of facilities, the multimedia facilities in the classroom were relatively backward. In terms of instructional management, the number of people in each class was too large, and teachers could not effectively interact with an individual student. In terms of course content, the course knowledge structure could not effectively achieve the teaching objectives. In terms of teaching staff, the age distribution was unreasonable, and there were many young teachers with low professional titles. All in all, there were still some unreasonable places in the input stage of ideological and political theory courses, which required decision makers to make careful choices in order to escort the teaching goals of ideological and political theory courses.

3) The research conclusion of process evaluation stage

The researcher drew the following conclusions through the study of the interview results and the analysis of the questionnaire survey results:

In terms of learning activities, emotional investment in students was ignored, and students were less able to be introduced into situational teaching. In terms of the teaching processes, teachers designed fewer teaching links, and there were more phenomenon of full house irrigation. In terms of learning ability measurement and evaluation, the standard or system for evaluating students in ideological and political theory courses was biased. All in all, there were still some unreasonable places in the process stage of ideological and political theory courses, which required decision makers to make decisions seriously and revise the course plan in time.

4) The research conclusion of product evaluation stage

Through the study of students' scoring results and the analysis of students' desirable characteristics results, the researcher came to the following conclusions:

In terms of student ratings, students with excellent grades took account of 3.4%, students with good grades took account of 20%, students with medium grades took account of 53.3%, students with average grades took account of 23.3%, and students with poor grades took account of 0%. Therefore, the results of the students' scores in the current study were relatively low. The reason was that students scored less in the perspective of interactive observation. In terms of students' desirable characteristics, students scored lower in promoting and practicing socialist morality, and externalizing model compliance with laws, which all indicated that students' ability to transform theoretical knowledge into practice was weak.

5) The research conclusion of outcomes evaluation stage

Through the analysis of the questionnaire results, the researcher drew the following conclusions:

The items with mean below 70% significance at.05 level of statistical significance ($p < .05$) in the questionnaire had 4 items. These all indicated that the students' ability to transform theoretical knowledge into practice was relatively insufficient.

To sum up, the curriculum evaluation model developed in the research could effectively evaluate the ideological and political theory courses. In the input evaluation stage, input evaluation stage and process evaluation stage, some problems that needed to be solved in the ideological and political theory course could be effectively found. In the product evaluation stage and the outcomes evaluation stage, the problems found by them were highly consistent, all of which were the lack of ability to transform theoretical knowledge into practice, and these were closely related to the first three stages. Therefore, the course evaluation model developed in this study was suitable for the evaluation of ideological and political theory courses.

Discussion

1. The discussion of the curriculum evaluation model developed

The course evaluation model (CIPPO) for ideological and political theory courses was developed based on the constructivism theory, behavior theory and human theory. The reason why it met the requirements and could be used in this study was that: 1) The course evaluation model of ideological and political theory courses in colleges and universities has passed the structural validity and reliability tests, and had good structural validity and internal consistency. It verifies "input evaluation, input evaluation, process evaluation, product evaluation and the rationality of the division of the five dimensions of "outcomes evaluation" showed from

one aspect that the developed course evaluation model is suitable for the evaluation of ideological and political theory courses. 2) The evaluation model of ideological and political theory courses not only focused on background variables such as policy environment and institutional environment, but also paid attention to input variables such as teaching resources, theme time arrangement, teaching plans, teacher teaching and performance, student learning and performance, etc. Process variables also paid attention to product variables such as teaching effects and outcomes variables such as students' value-added ability. It systematically and completely reflected the basic state of the teaching of ideological and political theory courses in colleges and universities and could be well good applied. 3) This study developed a course evaluation model. In the specific evaluation practice, the evaluators should not make the quantitative evaluation results absolute, and should not simply use the quantitative evaluation results as the only basis for the evaluation of teachers' ideological and political theory course teaching activities. Quantitative evaluation should be adhered to combined with qualitative evaluation, the evaluation results were more credible and convincing (Xu & Wang, 2022).

2. The discussion of the curriculum evaluation model implementation

The researcher used the developed curriculum evaluation model to evaluate ideological and political theories, and found that whether it was the product evaluation stage to observe the students' grades from the four perspectives, or the evaluation of students' ideal characteristics, or the results of student questionnaires in the outcomes evaluation stage , both showed that students' ability to transform theoretical knowledge into practice was relatively insufficient. There was an appropriate gap between this for the socialist builders and successors required by government policies and higher education policies. It could not meet employers' expectations of employees with corresponding qualities. The researcher believed that the reason might appear in the input evaluation phase and the process evaluation phase, which could be roughly summarized as follows: 1) In terms of facilities, the multimedia facilities were relatively old, and the multimedia system settings are backward, and only PowerPoint and videos could be played, 2) In terms of teaching management, large class teaching was not conducive to the interaction between teachers and students, and the efficiency of classroom teaching was low, 3) In terms of course content, the goal of ideological and political theory courses was to educate people, but the content was too theoretical to be understood. 4) In terms of teaching staff, there were relatively many young teachers who lacked the related teaching experience. The theoretical knowledge mastered by teachers could not be used freely, and the content taught could not be focused and 5) In terms of the teaching process, there were some phenomenon that the teaching methods were cramming and the design of teaching links absent from the teaching process.

Recommendation

1. The research recommendation of context evaluation stage

At this stage, it was believed that the students trained in practical ideological and political theory education could not meet the requirements of employers. University administrators should optimize the training objectives and adjust the talent training program in a timely manner. Although the training objectives of this course were consistent with the expectations of employers, there was still room for optimization. Higher education administrators

could adjust the talent training program appropriately from the perspectives of improving practical abilities and enhancing humanistic literacy, striving to make it more practical and in line with reality.

2. The research recommendation of input evaluation stage

At this stage, it is believed that there were still some unreasonable aspects in terms of facilities, teaching and learning management, course content, and teaching staff. University administrators should 1) Increase capital investment and optimize teaching facilities.

The optimization of teaching places included two aspects. One was hardware construction and software construction. If any of these two aspects lacked, the teaching efficiency would be greatly reduced. Increasing capital investment was the main driving factor objectively. 2) Adopting small class teaching, a class generally did not exceed 20 people. This was beneficial for every student to participate in the course teaching, and teachers could also tailor their teaching to each student's characteristics. 3) Optimize course content. To strengthen the practical teaching link of the education of ideological and political theory courses in colleges and universities, and the ideological and political theory courses should be combined with the students' life and learning reality. In the case that the content of the course was more theoretical knowledge and static text, firstly, education administrators should appropriately increased the practical teaching link of ideological and political theory courses. Secondly, teachers should create life-like teaching scenarios for students according to their physical and mental characteristics, so that teaching could present a vivid state of life. The third point was that classroom teaching that should also allow students to extend their learning outcomes to life. 4) Optimize the composition of teaching teachers, and appropriately increased the proportion of senior professional titles with rich teaching experience. The ability and quality of teachers determined to a large extent the result of teaching ideological and political theory courses. But some new teachers still used traditional teaching methods. This required more training for some teachers and it was also required to change the role of teachers to ensure the normal implementation of ideological and political theory courses (Li, 2014).

3. The research recommendation of process evaluation stage

At this stage, it was believed that the teaching process and student learning activities designed by the teacher are relatively limited, neglecting emotional engagement with students, and there was a significant phenomenon of overcrowding. University administrators should optimize the teaching design link, change the duck-feeding teaching method, and improve the efficiency of classroom teaching. The researchers suggested to start from the aspects of optimizing the teaching objectives and highlighting the key points of teaching. In addition, the teaching process should be smooth, the teaching methods should be flexible, the teaching activities should be diverse and effective, the teaching instructions should be clear, the teaching structure should be rigorous, the teaching language should be standardized, and the teaching time arrangement should be reasonable. This course belonged to a more difficult basic cultural course. In teaching, teachers should use theoretical knowledge explanation, teaching case analysis, classroom group discussion, independent exploration and cooperative learning and other methods to carry out teaching activities (Ma, 2020). Stimulating students' interest in learning could increase emotional investment in students, and lead students into scenario-based teaching.

4. The research recommendation of product evaluation stage and outcomes evaluation stage

In these two stages, it was believed that students' ability to transform theoretical knowledge into practice was weak. Universities administrators should strengthen process management and improve students' ability to convert theoretical knowledge into practice. Specifically, schools could increase investment in practical education, organize students to participate in various practical activities, and improve students' practical abilities. Schools could explore new teaching methods and establish a sound evaluation mechanism for practical ability. Schools could cooperate with enterprises and social organizations, establish internship bases, and provide students with better internship environments and opportunities.

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