

Exploring the Effectiveness Evaluation of Ideological and Political Education in Curriculum Under the Context of Digital Transformation

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ABSTRACT

With the deepening of digital transformation, the teaching mode and evaluation system in the field of education have undergone profound changes. Especially in the implementation process of ideological and political education in curriculum, the introduction of digital technology has brought many opportunities and challenges. This paper aims to explore how to evaluate the effect of curriculum ideology and politics through effective evaluation methods under the background of digital transformation. By analyzing the application of digital tools in curriculum ideology and politics, this paper puts forward the evaluation method based on big data analysis, the construction of comprehensive evaluation system and the combination of qualitative and quantitative evaluation method, which provides new ideas and paths for the evaluation of curriculum ideology and politics. At the same time, the practical application of digital tools in the evaluation of curriculum ideological and political effects is discussed, and the positive role of digital transformation in improving teaching interaction, precision and quantitative evaluation is revealed. The application of digital tools not only changes the teaching mode of curriculum ideology and politics, but also provides more efficient and scientific support for the evaluation system. The conclusion points out that digital tools can effectively promote the real-time feedback and continuous improvement of curriculum ideological and political teaching effect, and provide a strong technical guarantee for the realization of accurate and personalized teaching evaluation.

KEYWORDS

digital transformation; curriculum ideology and politics; Effect evaluation; Big data; Data analysis

With the rapid development of information technology, digital transformation has become an important driving force for development in various fields. In the field of education, digitization not only changes teaching methods and contents, but also brings new challenges and opportunities for teaching evaluation. As one of the important links of cultivating students' ideological and political quality, the teaching mode and effect evaluation method of curriculum ideology and politics are also facing the urgent need of digital transformation. The traditional evaluation of curriculum ideological and political teaching mostly relies on the subjective judgment of teachers, and the evaluation dimension is single, which is difficult to reflect the change of students' thoughts and the actual effect of the course comprehensively and accurately. The introduction of digital tools provides a more objective, accurate and personalized evaluation system for the evaluation of curriculum ideology and politics. Therefore, from the perspective of digital transformation, this paper discusses how to scientifically and systematically evaluate the effect of curriculum ideology and politics through big data, artificial intelligence and other technical means, and analyzes its specific application effect in teaching practice.

1 Opportunities of Digital Transformation for Ideological and Political Education Courses

1.1 Enhancing Teaching Interactivity and Participation

Digital transformation provides ample opportunities to enhance the interactivity and participation in ideological and political education courses. Traditional ideological and political education is mainly lecture-based, with limited teacher-student interaction, and student participation and feedback in the classroom are relatively single. However, with the development of information technology, the application of digital tools such as online learning platforms, virtual classrooms, and social media has significantly improved the interactivity of ideological and political education. Teachers can communicate with students in real-time through online platforms, using discussion forums, online Q&A, live interactions, and other features to enhance student engagement and interactivity. Students can not only express their ideas in the classroom but also participate in topic discussions, practical activities, and online feedback after class, creating a continuous interaction and learning feedback mechanism. Furthermore, digital tools enable teachers to monitor students' learning status in real-time, adjusting teaching content and pace promptly to ensure the effectiveness and accuracy of the teaching process. Through big data analysis, teachers can gain insights into students' learning conditions from multiple dimensions, including knowledge mastery, classroom participation, and emotional feedback, which provides strong support for further improving classroom interactivity and student participation. Therefore, digital transformation not only brings new vitality to the teaching model of ideological and political education but also greatly stimulates students' learning interests and initiative, promoting the deep integration of ideological education with the information age.

1.2 Expanding the Content and Communication Channels of Ideological and Political Education

Digital transformation offers unprecedented opportunities for expanding the content and diversifying the communication channels of ideological and political education. Traditionally, ideological and political education is transmitted through textbooks, classroom lectures, and extracurricular activities, which are limited in scope and have a small range of dissemination. The widespread use of digital tools has broken these limitations, enriching the channels and content formats of ideological and political education. First, digital transformation enables the content of ideological and political education to extend beyond classroom teaching. Through online platforms and social media, teachers can share various forms of content, such as short videos, articles, and graphical explanations, to meet the diverse learning needs of students. These diverse forms of expression make the ideological content more vivid and intuitive, better capturing students' attention, stimulating their thinking, and thus enhancing the effectiveness of ideological and political education dissemination. Second, the content of ideological and political education can be more flexibly updated and adjusted according to social hot topics and current events, making the content more aligned with social development and enhancing its relevance and timeliness. For example, with the help of digital platforms, teachers can immediately integrate major events in the social, economic, and political fields with their teaching, helping students better understand the connection between theory and practice, and cultivating students' sense of social responsibility and their sense of mission for the times.

1.3 Promoting Personalized Teaching and Differentiated Assessment

With digital support, teachers can precisely track students' learning progress, knowledge mastery, and areas of interest through Learning Management Systems (LMS). Based on this information, teachers can provide tailored learning resources and guidance, enabling a personalized teaching approach. As a result, the content of ideological and political education courses becomes more diverse and can be adjusted according to students' individual characteristics and learning needs for more precise teaching. For example, for students interested in social hot topics, teachers can introduce related content such as current political events and social issue analyses, stimulating students' critical thinking. For students who require deeper thinking, teachers can provide more complex theoretical materials to foster their analytical abilities. Through online learning platforms and intelligent recommendation systems, the teaching content of ideological and political education can be automatically pushed. The platform recommends articles, videos, and extracurricular materials related to the course based on students' learning history and preferences, helping students acquire knowledge more efficiently during independent study. This recommendation system not only pushes appropriate resources according to students' learning habits but also guides them to expand their horizons outside of class, sparking continued interest in the course content.

Moreover, digital tools also provide technical support for differentiated assessment. Traditional assessment models generally rely on uniform exams, while digital transformation enables a comprehensive evaluation of students' learning processes through data analysis, including online interactions, discussion contributions, homework, and other multi-dimensional performances. Teachers can flexibly adjust and implement a differentiated evaluation mechanism based on students' varying learning progress and developmental levels. For instance, if a student excels in a particular module, the system can praise them or provide further in-depth reading materials. If a student struggles with understanding certain concepts, the system can prompt the teacher to offer more personalized guidance and support, ensuring that each student can grow at their own pace.

2 Exploration of Methods for Evaluating the Effectiveness of Ideological and Political Education in Curriculum

2.1 Data-Driven Evaluation Method Based on Big Data Analysis

The data-driven evaluation method based on big data analysis provides a new perspective and tool for assessing the effectiveness of ideological and political education in curriculum. First, evaluation based on big data can provide personalized feedback to teachers by monitoring multidimensional data, such as students' learning progress, classroom interactions, and completion of assignments in real time. Through tools like Learning Management Systems (LMS), teachers can track students' online learning behaviors, gaining real-time insights into each student's participation, learning habits, and knowledge mastery. This allows for timely adjustments and optimizations to the teaching content. For example, students' activity levels during online discussions and task completion can reflect their understanding and recognition of the ideological and political elements of the course, while online quizzes and exam results can show the extent to which students have mastered the knowledge and achieved the objectives of ideological and political education.

2.2 Methods for Building a Comprehensive Evaluation System

The methods for building a comprehensive evaluation system can holistically and multidimensionally measure the teaching effectiveness of ideological and political education in curriculum, avoiding the one-sidedness of using a single evaluation index. First, the evaluation of teaching content should focus on the depth, breadth, and relevance of ideological and political education in relation to the times. The evaluation should examine whether the ideological and political content is organically integrated with professional knowledge, addresses current societal needs, and stimulates students' thinking and discussions. For example, the ideological and political content in the curriculum should be integrated with professional knowledge, using methods such as case analysis and discussions on hot topics to guide students' attention toward social issues and national development, thereby fostering their sense of social responsibility. In terms of teaching methods, the evaluation should focus on whether flexible and diverse teaching methods, such as interactive and heuristic approaches, are used, and whether these methods can stimulate students' interest and participation. The teaching of ideological and political education should emphasize student agency, promoting deep engagement through group discussions, role-playing, situational simulations, and other methods to enhance the attractiveness and effectiveness of ideological education. The evaluation of student participation should not rely solely on exam results but should also consider students' enthusiasm in classroom discussions, social practice, extracurricular activities, and other aspects. For the content of ideological and political education, students' performance in their daily learning should also be included in the evaluation system. These informal learning activities better reflect students' ideological and political literacy.

2.3 Exploring Evaluation Methods Combining Qualitative and Quantitative Approaches

Exploring evaluation methods that combine qualitative and quantitative approaches can provide a more comprehensive and detailed analysis for assessing the effectiveness of ideological and political education in curriculum. Quantitative evaluation typically relies on measurable indicators such as exam scores, assignment grades, and attendance rates, which objectively reflect students' learning achievements and the progress of teaching activities. However, the goals of ideological and political education go beyond knowledge transfer; they also involve ideological alignment and value formation, which are often difficult to assess through a single quantitative index. Therefore, qualitative evaluation becomes especially important. Qualitative evaluation can be conducted through interviews, surveys, classroom observations, and other methods to understand students' genuine feelings and emotional recognition of ideological and political education, as well as to assess their cognitive transformation and value formation during the course. This type of evaluation captures the subjective experiences, emotional feedback, and subtle shifts in students' thoughts and views during the learning process, filling the gaps in quantitative evaluation in these areas. By combining both qualitative and quantitative evaluation methods, data analysis and student feedback can be cross-referenced to provide a more multidimensional evaluation of the effectiveness of ideological and political education in curriculum.

3 The Application Effect of Digital Tools in Evaluating the Effectiveness of Ideological and Political Education in Curriculum

3.1 Online Platforms Promote Changes in Interaction and Feedback in Ideological and Political Education

The introduction of online platforms has significantly changed the interactive mode of ideological and political education, transforming it from traditional one-way transmission to two-way interaction. By utilizing digital platforms such as MOOCs and SPOCs, teachers can design highly interactive course models. These platforms not only support features such as real-time bullet-screen discussions, online voting, and topic debates, but also enhance students' classroom participation and interaction through task-driven approaches and immediate feedback. In traditional classrooms, participation is relatively low, but with the help of these platforms, students can express their views more freely and engage in classroom discussions, thus promoting initiative and depth in learning. For example, some platforms allow students to ask questions anonymously, and teachers can screen the frequently asked questions in real-time and adjust the teaching content accordingly, thereby achieving dynamic optimization of the teaching process.

3.2 Artificial Intelligence Technology Enhances the Precision and Personalization of Ideological and Political Education Evaluation

The application of artificial intelligence technology, especially data modeling and algorithm optimization, is driving the transformation of the evaluation of ideological and political education, shifting it from traditional group analysis to more precise individual assessments. Using natural language processing technology, artificial intelligence can automate

the analysis of students' expressed values in assignments, discussions, and papers, identifying the ideological and political elements involved and presenting them through quantitative scoring. This enables teachers to more accurately grasp students' understanding of ideological and political content and their value orientations, allowing for targeted teaching adjustments to further enhance the effectiveness of ideological and political education. Furthermore, the introduction of machine learning algorithms provides technical support for personalized teaching in ideological and political education. By analyzing students' historical behavioral data, AI systems can tailor learning resources and paths based on each student's interests and needs. This personalized learning design not only improves students' engagement in ideological and political education but also ensures that the teaching content better aligns with their cognitive levels and ideological development. Through such personalized learning experiences, students' ideological and political literacy can be comprehensively enhanced, ultimately achieving precise teaching outcomes.

3.3 Data Analysis Tools Optimize Quantitative Evaluation and Data Support for Ideological and Political Education Effectiveness

With the rapid development of big data technology, the application of data analysis tools in ideological and political education provides strong support for the quantitative evaluation of teaching effectiveness. Through full-chain data collection and multidimensional modeling analysis, the issues of qualitative analysis in traditional ideological and political education evaluation have been effectively improved. These tools are capable of comprehensive data collection at every stage of the course—before, during, and after the class—forming a complete learning data chain. For example, some universities integrate multidimensional data, such as students' online learning logs, classroom interaction records, social practice activities, and extracurricular discussions, to calculate and generate dynamic evaluation indicators in real-time. These indicators help teachers comprehensively grasp students' learning progress and changes in their values, ensuring that ideological and political education can continuously track and assess students' ideological changes. By introducing value-added evaluation models, teachers can more accurately quantify the long-term effects of ideological and political education. This model not only tracks students' value changes at different stages but also accurately assesses the growth of students through years of accumulated data, providing scientific evidence for course optimization.

Through the combination of big data analysis and artificial intelligence, the evaluation of ideological and political education becomes more scientific, precise, and personalized. Teaching content can be dynamically adjusted based on students' individual differences and learning conditions, ensuring that ideological education effectively meets the needs of different students and ultimately achieves greater success in cultivating students' thinking patterns, values, and sense of social responsibility.

4 Conclusion

This study, through exploring the evaluation of ideological and political education (IPE) effectiveness under the context of digital transformation, finds that digital tools have a significant positive impact on teaching interaction, feedback mechanisms, and precise evaluation. With the introduction of big data analysis and artificial intelligence technology, the evaluation of IPE can more accurately and comprehensively reflect students' ideological and political changes, promoting the improvement and optimization of IPE teaching. However, the application of digital transformation in IPE evaluation still faces some challenges, such as data privacy issues and technological barriers. In the future, with further development and improvement of technology, digital tools will provide more scientific and effective support for IPE evaluation, helping to achieve the comprehensive enhancement of educational goals. Therefore, how to effectively integrate digital technology with traditional educational concepts and promote further innovation in IPE evaluation remains an important issue in educational research and practice.

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