

Research on the Effectiveness Evaluation of Curriculum-Based Ideological and Political Education Reform from a Student-Centered Perspective

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ABSTRACT

Anchored in student developmental centrality, this research addresses the paradigm transition challenges from instructor-dominated to learner-focused curriculum-based ideological-political education, proposing a comprehensive optimization framework. Confronting core issues including disembodied ideological ideas from disciplinary knowledge, cognitive-behavioral disjuncture, and insufficient teacher agency, it constructs a triaxial dynamic evaluation system encompassing internalized learning, scaffolded competency progression, and actualized value application. Centering student perspectives, the study advances pedagogical enhancement pathways through redefined teacher-student roles, precision-targeted content engineering, and refined quality assurance systems—ultimately transitioning educational practices from performative compliance to substantive transformative cultivation.

KEYWORDS

Curriculum-based ideological and political education; Student-centered; Evaluation

1 Introduction

The fundamental questions of education—what to cultivate, how to cultivate, and for whom to cultivate—constitute the core mission of building a strong educational system. As emphasized in the Guidelines for Ideological and Political Education in All Courses of Higher Education Institutions (Ministry of Education, 2020), comprehensively advancing Curriculum-based Ideological and Political Education is a pivotal measure for fostering virtue through education in the new era. It integrates values cultivation into knowledge impartation and capability development, serving as a critical task for enhancing the quality of talent cultivation. Curriculum-based Ideological and Political Education aims to organically infuse ideological and political ideas into specialized courses, achieving an effective synthesis of knowledge transmission and value-oriented guidance. However, this reform remains exploratory, lacking a robust evaluation system to assess its efficacy. University students, as direct recipients of education, are both the primary audience and key evaluators of these reforms. Their feedback is essential for optimizing curriculum design, teaching practices, and faculty development. Thus, constructing a student-centered evaluation framework is imperative to amplify the educational value of this reform and leverage student assessments as a guiding mechanism for continuous improvement.

2 Evaluation of practical effectiveness in curriculum-based ideological and political education

Curriculum-based Ideological and Political Education, as a pivotal innovation in higher education for the new era, adopts an "ideological-political ideas + specialized courses" model to achieve tripartite integration of knowledge delivery, capability cultivation, and value shaping, centering on students' lifelong development. However, the practical implementation of Curriculum-based Ideological and Political Education remains constrained by the inertia of Teacher-Centered Paradigms. The persistent emphasis on outcome-oriented metrics at the expense of processual development has shifted educational priorities away from student-centeredness, thereby neglecting critical developmental gains in students' knowledge acquisition and value shaping.

2.1 Mismatch between ideological-political ideas and course content: the dual dilemma of mechanical implantation and insufficient integration

The Teacher-Centered evaluation mechanism institutionalizes ideological-political education, incentivizing instructors to prioritize the 'visibility' rather than 'effectiveness' of ideological-political ideas. Consequently, this reduces education to performative formalism—diverging fundamentally from the principle of 'exerting subtle educational influence'. Such mechanisms emphasize whether teachers mention ideological points in lectures, rather than assessing students' successful internalization of values. This misalignment ultimately leads to a mismatch between ideological-political ideas and specialized course content.

Under this framework, some teachers mechanically graft political terminology or simplistically apply ideological cases to meet administrative quotas. For example, in computer science courses, instructors may forcibly equate 'non-IID

(independently and identically distributed) data' with the "Community of Shared Future for Mankind", lacking logical transitions or scholarly justification. Such practices generate cognitive dissonance among students, undermining pedagogical coherence.

On the one hand, mechanical grafting reflects teachers' insufficient capacity to find ideological-political thoughts—failing to derive value connotations organically from disciplinary logic, they resort to superficial or tokenistic interpretations. On the other hand, the absence of interdisciplinary collaboration mechanisms results in fragmented and disjointed connections between ideological-political education and specialized courses, preventing their organic integration and diluting the holistic impact of Curriculum-based Ideological and Political Education. Some institutions lack systematic planning for integrating ideological-political ideas across curricula, leading to rarely collaborate on resource development among disciplines in humanities/social sciences and natural sciences, hindering the creation of a cohesive framework that merges humanistic spirit with techno-ethical principles.

2.2 Disjunction between theory and practice in ideological-political education: the cognitive-behavioral rift

The goal of "Unity of Knowledge and Action" is central to Curriculum-based Ideological and Political Education, aiming to transform students' theoretical cognition into daily behaviors. However, a persistent theory-practice disconnection emerges in implementation. Some students exhibit "classroom inspiration fails to translate into post-class activation"—a phenomenon rooted in misalignment between teacher-centered instructional design and students' practical needs.

On one hand, there exists a disconnection between teaching contents and students' lived experiences. In some cases, the transmission of ideological-political theories adopts a unidirectional didactic approach, where instructors focus primarily on syllabus completion while deviating from students' actual learning contexts and cognitive priorities.

On the other hand, a separation persists between classroom teaching and social practice. The pedagogical emphasis remains disproportionately on assessing students' rote memorization of ideological concepts and theories, while failing to provide adequate interpretation of theories in real-world contexts and respond to students' genuine ideological inquiries and practical concerns.

2.3 Discrepancy between teachers' moral education competence and educational awareness: the conflict between intrinsic motivation and external requirements

As the primary implementers of curriculum-based ideological and political education, teachers play a leading role in students' knowledge acquisition, skill development, and value formation. Their educational awareness, moral education competence, and comprehensive professional literacy directly determine the ultimate efficacy of such educational initiatives. However, a cognitive-behavioral gap persists among some discipline-specific instructors: while they theoretically recognize the significance of curriculum-based ideological-political education, they manifest insufficient practical capacity or inadequate motivational drive in its execution.

Table 1 Major Challenges in Teachers' Implementation of Curriculum-Based Ideological-Political Education

Challenge Category	Specific Manifestations	Root Causes
Cognitive Challenges	Over-simplified or over-generalized understanding of ideological-political concepts	Insufficient systemic training; Low theoretical literacy
Methodological Constraints	Over-reliance on one-way instruction; Limited interactivity	Lack of pedagogical innovation skills; Scarce training opportunities
Collaborative Constraints	Working in isolation; Insufficient interdisciplinary cooperation	Inadequate institutional coordination mechanisms
Motivational Barriers	Passive compliance; Superficial implementation	Imperfect evaluation and incentive schemes

3 Constructing a student-centered evaluation system for curriculum-based ideological-political education

Curriculum-based ideological-political education requires teachers to transition from mere knowledge transmitters to trifunctional educators integrating *knowledge impartation*, *competence cultivation*, and *value guidance*. This demands assuming multifaceted roles as instructional designers, classroom facilitators, and pedagogical practitioners. However, teacher-centered evaluation systems engender a cycle of pedagogical inefficiency: teachers' substantive efforts in curriculum-based ideological-political education receive neither adequate objective assessment nor meaningful

professional recognition. The prolonged high-investment-low-return dynamic, coupled with the intrinsic contradiction of misaligned task prioritization, causes the intended outcomes of curriculum-based ideological-political education to diverge from its core objectives. Consequently, dual inefficiency manifests—educators struggle with resonant delivery while students experience cognitive-affective disengagement—undermining the educational ecosystem's transformative potential.

Therefore, it is imperative to establish a student-centered evaluation framework, creating a comprehensive assessment indicator system that tracks curriculum-based ideological-political education effectiveness through student perspectives across all instructional phases: preparatory course design, in-class delivery, and post-instructional consolidation.

3.1 Following the assessment pathway of "knowledge absorption → internalized development → holistic impact"

The formation of values and acquisition of specialized knowledge progress along an knowledge impartation → internalization → application, transitioning from passive instructional engagement to active student comprehension and ultimately individual behavioral transformation. Within this process, the teacher's role evolves sequentially from leading facilitator to guiding participant to scaffolding withdrawn, while students—as the primary recipients of education—demonstrate the efficacy of curriculum-based ideological-political education through three measurable dimensions: cognitive acquisition levels (knowledge mastery), affective crystallization (internalized comprehension) and behavioral enactment (practical implementation).

In the teaching phase, teachers should fully leverage their pedagogical leadership to contextually integrate ideological-political ideas based on students' disciplinary backgrounds, academic levels, and learning characteristics. This integration is optimally supported through multimodal teaching methodologies—such as documentary exhibitions and scenario simulations—that enhance conceptual comprehension. During the value internalization stage, teachers should navigate the essence-connection-transmission pathway to evoke authentic emotional resonance among learners, facilitating the effortless assimilation of values. Ultimately, when evaluating the holistic efficacy of curriculum-based ideological-political education, institutions must transcend conventional student feedback questionnaires. Instead, emphasis should be placed on multidimensional assessment metrics examining students' cognitive comprehension of ideological-political literacy and behavioral application in sociocultural contexts, thereby enabling comprehensive judgment of educational outcomes.

3.2 Three-dimensional objectives based on "knowledge impartation, competency cultivation, and value shaping"

Central to curriculum-based ideological-political education is a tridimensional objective framework integrating knowledge transmission, competency cultivation, and value formation: knowledge acquisition as the structural foundation, competency development as the functional mechanism, value internalization as the spiritual core. Through the implicit educational functions inherent in specialized disciplines, ideological-political ideas become naturally permeated throughout the learning ecosystem. This organic infusion fosters a comprehensive educational architecture engaging all stakeholders across the entire pedagogical continuum. Realization of these three-dimensional objectives necessitates constructing a tripartite curricular system that interweaves: ideological-political core courses, general education modules, discipline-specific curricula. This integrated framework ensures ideological-political education becomes pervasively woven into every phase of teaching and learning, transcending isolated instructional segments to achieve holistic development.

From the perspective of knowledge impartation, reconstructing content systems is essential. This involves creating a dual-dimensional knowledge framework integrating explicit disciplinary expertise with implicit value ideas, thereby transcending singular subject logic to achieve mutual pedagogical enrichment.

Regarding competency cultivation, the core objective lies in bridging cognitive understanding and behavioral application, operationalized through praxis-driven transformation—where theoretical knowledge converts into applicable schemas while affective values undergo behavioral internalization—by contextualized campus behaviors, socio-practical engagements and digital-behavioral competencies.

In the domain of value formation, value cultivation constitutes the ultimate pedagogical aim of curriculum-based ideological-political education. This necessitates centering educational objectives on the pedagogical cultivation of national identity and civic commitment, cultural confidence, and ethical cultivation, thereby strengthening students' intrinsic ideological convictions.

3.3 Student-centered evaluation framework for curriculum-based ideological-political education

This framework establishes a multidimensional-multilevel matrix assessment mechanism grounded in student perspectives, fitting into all phases of ideological-political pedagogy while reinforcing value cultivation through integrated curriculum development, pedagogical structuring, and outcome evaluation, thereby constructing a student-centered evaluative index system aligned with the core objectives of knowledge transmission, competency enhancement, and value cultivation.

Table 2 Student-Centered Evaluation of Curriculum-Based Ideological-Political Education

Dimension	Curriculum				
	Goals & Materials Design	Instructional Design	Classroom Implementation	Learning Outcomes	Organic Integration of Ideological-Political Ideas
Knowledge Impartation	Alignment with disciplinary learning objectives Congruence	Rationality and diversity in knowledge structure, content organization, and pedagogy	Clarity in key concepts; Effectiveness of delivery Application of	Mastery depth; Perceived knowledge acquisition	Relevance and appropriateness of ideological-political objectives integrated with course-specific content
Competency Cultivation	with competency development requirements Consistency	Precision in competency-focused pedagogical frameworks	knowledge in practice-oriented activities	Demonstrated practical implementation abilities	Harmonization of theoretical principles and praxis; Coordinated cultural and experiential educational impacts
Value Shaping	with ethical goals and value formation standards	Coherence between ideological-political ideas and instructional architecture	Contextual adaptation for targeted ideological integration	Application of Marxist methodologies in problem-solving; Daily demonstration of internalized values	Instructor's dual-focused consciousness (contents + values); Demonstrated virtue-fostering competence

4 Student-centered optimization pathways for curriculum-based ideological-political education

The paradigm shift from teacher-centered to student-focused pedagogical approaches constitutes a systemic transformation requiring comprehensive reconstruction from conceptual frameworks to practical implementation. This restructuring transcends mere methodological innovation, representing a fundamental return to education's essence—positioning students' holistic development as both the foundation and ultimate objective of all pedagogical activities. Establishing a truly student-centered educational ecosystem enables the organic unification of knowledge impartation and value guidance, thereby providing robust grounding for cultivating a new generation capable of shouldering national rejuvenation responsibilities. Future reforms must prioritize constructing multidimensional evaluation mechanisms, strengthening instructional support systems, and fostering cross-curricular synergies—transforming ideological-political education into sustainable nourishment for students' ethical growth rather than performative metrics for institutional compliance.

4.1 Returning to the foundational purpose of curriculum-based ideological-political education: shifting from "teacher-directed" to "teacher-student co-creation"

The fundamental purpose of curriculum-based ideological-political education resides in fully honoring students' subjective experiences and activating their agency to cultivate comprehensively developed individuals with integrated knowledge, competencies, and qualities—an imperative that critically shapes lifelong development; consequently, its implementation must transition from teacher-directed paradigms toward teacher-student co-creation, with ultimate evaluation refocused on student-centered assessment rather than instructional metrics.

Reconstructing teacher-student role dynamics . The pedagogical reform of curriculum-based ideological-political education in the new era transforms educators from mere knowledge transmitters into multifaceted virtue-fostering practitioners integrating knowledge impartation, competency cultivation, and value forming. Meanwhile students whose enriched expertise and heightened agency evolve them from passive recipients to active constructors of knowledge. It is essential to empower students to exercise autonomous inquiry through inspirational value induction, situated learning contexts, and participatory engagement, thereby enabling organic value internalization through their co-creative

involvement in curricular design, instructional implementation, and practical actualization within a transitional state spanning passive learning and active engagement.

Constructing collaborative synergy mechanisms. To dynamically refine curriculum-based ideological-political education, institutions can implement a co-teaching evaluation paradigm where students actively participate in pedagogical assessment, utilizing digital service platforms to enable real-time monitoring of instructional efficacy while immediately capturing stakeholder feedback, thereby facilitating continuous pedagogical recalibration. Concurrently, educators should receive targeted training enhancing ideological-political literacy and interdisciplinary competencies, while students engage in a diagnostic-confirmative-responsive trajectory—comprising problem identification, dialectical verification, and precision-tailored intervention—to optimize developmental outcomes.

4.2 Content and methodology optimization: precision calibration anchored in student needs

The efficacy of curriculum-based ideological-political education is fundamentally determined by the strategic calibration of instructional content and pedagogical methods. The integration depth of ideological ideas within disciplinary knowledge frameworks, the pedagogical resonance between crystallized values and students' cognitive schemas, and the alignment precision between curricular content and learners' engagement drivers collectively function as critical determinants of knowledge comprehension, competence cultivation, and value internalization. Consequently, educational implementation must be grounded in students' distinct learning profiles and developmental trajectories to ensure pedagogically targeted efficacy.

From a content design perspective, leveraging micro-contexts to elicit macro-ideals necessitates dual content optimization. Given undergraduate students' still-evolving value systems and cognitive frameworks—often exhibiting gaps in societal awareness and contemporary issue literacy—pedagogical resources should prioritize tangible life narratives rooted in campus realities, such as ethical dilemmas in internships or civic participation cases. Simultaneously, discipline-specific epistemological frameworks demand tailored ideological entry points: engineering curricula foreground craftsmanship ethos and techno-ethical protocols, foundational sciences emphasize empirical rigor and disruptive innovation, while humanities/arts cultivate cultural authentication and value-oriented aesthetic cultivation through canonical works analysis.

Methodological innovation necessitates concurrent dual pathways: leveraging technological enablement to derive intelligent diagnostic analytics of learning dispositions for precision-optimized pedagogical orchestration, while simultaneously deploying AI-enhanced educational ecosystems that consolidate affective engagement through immersive simulations and emotionally resonant contextual scaffolding.

4.3 Optimizing monitoring mechanisms: constructing growth-oriented dynamic feedback systems

The efficacy of external monitoring mechanisms serves as a vital catalyst for continuous enhancement of curriculum-based ideological-political education. Traditional oversight—predominantly fixated on quantitative assessment of instructional output—risks overlooking pedagogical substance. By refocusing monitoring priorities from instructional output metrics to student growth indicators, this paradigm shift transitions educational practice from procedural compliance to transformative development, thereby actualizing the intrinsic educational purpose of cultivating character and nurturing holistic development.

Firstly, it is necessary to build a tripartite evaluation framework of student learning efficacy evaluating cognitive, behavioral, and affective dimensions in real-time pedagogical contexts. Cognitive appraisal measures comprehension alignment between ideological-political literacy and disciplinary knowledge mastery, behavioral analysis correlates demonstrated operational competencies with applied praxis in authentic scenarios, while affective diagnostics reveal the crystallization depth of value internalization. This integrated paradigm holistically quantifies the symbiotic relationship between knowledge acquisition, capability actualization, and transformative value assimilation. Secondly, longitudinal tracking of student developmental trajectories proves imperative for comprehensive assessment efficacy. Establishing post-course progression monitoring systems and graduate value trajectory mapping enables correlational analytics between learners' growth pathways and educational outcomes, thereby facilitating holistic evaluation of the institution's mid-to-long-term ideological-pedagogical implementation quality through systematic feedback integration.

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