

# Evaluation, Reflection and Countermeasures on the Curriculum Ideological and Political Construction in Universities — Taking Jiangxi Normal University as an Example

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**Abstract:** Curriculum ideological and political construction is an innovation of ideological and political education carried out by universities, which is conducive to the realization of the fundamental task of educating people in the new era. This study analyzed the basic situation of Jiangxi Normal University's curriculum ideological and political construction based on the valid data obtained from the "Curriculum Ideology and Politics" survey questionnaire. The results show that: (1) Undergraduates at Jiangxi Normal University have a basic understanding of curriculum ideological and political education and actively participate in curriculum ideological and political construction. (2) The ideological and political construction awareness of the teachers of professional courses has been continuously improved. (3) Students look forward to obtain cutting-edge content and innovative and diversified method in curriculum ideological and political teaching. As a result, several recommendations have been further made, including to build the ideological system of curriculum ideology and politics, innovate the design system of curriculum ideological and political teaching, improve the assessment and evaluation system of curriculum ideological and political construction.

**Keywords:** curriculum ideology and politics; curriculum ideological and political construction; assessment and evaluation; questionnaire

## 1. Introduction

In June 2020, the Ministry of Education issued the "Guiding Outline for Curriculum Ideological and Political Construction in Higher Education Institutions", which pointed out the direction for further deepening curriculum ideological and political reform in terms of construction objectives, construction content, teaching system, curriculum classification, and quality evaluation. Undoubtedly, to make ideological and political work throughout the entire process of education and teaching, one of the tasks is to integrate ideological and political

content into professional courses teaching, to cultivate the soul of the curriculum, to give full play to the role of morality and talent cultivation of each course, and to form a "Chinese Characteristic" high-level talent training system [1].

In recent years, Jiangxi Normal University has actively promoted the curriculum ideological and political construction and implemented the reform of ideological and political teaching in order to make various professional courses and ideological and political theory courses in the same direction, and has achieved a series of remarkable results. However, whether it is top-level design, platform construction, demonstration leadership or teacher training, the current focus of curriculum ideological and political construction is still the subject teachers who carry out curriculum ideological and political construction, and less attention is paid to students. The students are the object and the beneficiary of curriculum ideological and political education. In curriculum ideological and political development, how do the students perceive the curriculum ideology and politics, what kind of form the students hope to develop the curriculum ideological and political and the students hope to develop what content of curriculum ideological and political education often affects the implementation effect of curriculum ideological and political education.

Based on the above-mentioned problems, this article designed a questionnaire to conduct a survey among undergraduates in Jiangxi Normal University. Through the survey data, we can understand the current ideological and political construction of our school and draw corresponding conclusions and policy recommendations.

## 2. Questionnaire Design and Pre-survey

In the questionnaire survey, the questionnaire design is very important, and even determines the success or failure of the questionnaire. Before designing questionnaire, the author read a lot of literature on curriculum ideological and political construction, the questionnaire designed by Ma Renjie (2019) [2] and Zhu

Yanhe (2020) [3] is mainly referred to. According to the combing and summarizing of related literature on curriculum ideology and politics and the current implementation of Jiangxi Normal University’s curriculum ideology and politics, a survey questionnaire for “Curriculum Ideology and Politics” was designed. The basic content of the questionnaire includes: (1) The basic situation of the survey object; (2) Students’ cognition of curriculum ideology and politics; (3) Students’ attitude towards curriculum ideology and politics; (4) The situation of curriculum ideology and politics offered by the school; (5) Students’ expectations of the curriculum ideology and politics.

After the preliminary design of the questionnaire was completed, in order to better grasp the actual situation, improve the reliability and scientificity of the research, and obtain relatively better research results, the author conducted the pre-survey in June 2021 in the Accounting Class 2 of the School of Finance and Finance for grade 2019. A total of 42 questionnaires were distributed. After returning the questionnaire, the questionnaire was further revised and improved based on the feedback from the students. Finally, the author consulted experts who specialize in this research fields, solicited their opinions, and then formed a formal questionnaire.

**3. Questionnaire Survey and Result Analysis**

The formal questionnaire survey is conducted among all the students on the Tencent Questionnaire Star Platform by the way of online answering questions. The questionnaire is open to fill out from July 10, 2021 to July 20, 2021. Since the questionnaire can only be submitted after all items have been answered, all the questionnaires have no missing values, and a total of 1853 valid questionnaires have been collected. We use EXCEL software and SPSS software for statistical analysis of relevant data.

**3.1. Basic Information of the Survey Sample**

According to the summary of the data from the questionnaire, the basic information of the respondents is shown in Table 1. Among the 1853 students interviewed in this survey, 558 were male students, accounting for 30.11% of the total number of the sample, and 1295 were female students, accounting for 69.89% of the total number of the sample. There are 575 freshman students, accounting for 31.03%; 397 sophomore students, accounting for 21.42%; 527 junior university students, accounting for 28.44%, and 354 senior students, accounting for 19.11%. As Jiangxi Normal University is an institution mainly specialized in humanities and social sciences, the distribution of the surveyed students is dominated by humanities and social sciences, accounting for 55.05%, followed by science and technology, accounting for 29.90%, and art and sports, accounting for only 15.05%.

**Table 1** Basic information of survey subjects

Statistical indicators	Classification	Number of samples	Percentage
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Gender	male	558	30.11%
	female	1295	69.89%
Grade	Freshman	575	31.03%
	Sophomore	397	21.42%
	Junior	527	28.44%
	Senior	354	19.11%
Subject	Humanities and Social Sciences	1020	55.05%
	Science and Engineering	554	29.90%
	Arts and Sports	279	15.05%

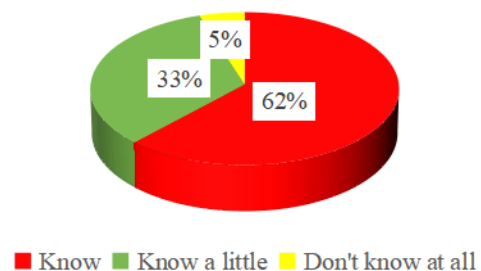
Data Source: Organize according to the questionnaire

**3.2. Analysis of Students’ Perceptions, Attitudes and Expectations of Curriculum Ideology and Politics**

*3.2.1. Students’ perception of curriculum ideology and politics*

In this questionnaire, there are a total of 3 single-choice questions about students’ curriculum ideological and political awareness.

In the survey about “Do you know the reasons for carrying out ideological and political courses in Colleges and Universities?”, as shown in Figure 1, 62% of the 1853 valid questionnaires said they knew the reasons for the curriculum ideological and political education; 33% of the students said they didn’t know much about it, but they heard about it a little; a few students said they didn’t know and this percentage is relatively small, only 5%.



**Figure 1** What do you think is the reason for the curriculum ideological and political education in colleges and universities? (Data source: sorted out according to the questionnaire)

In terms of students’ understanding of the connotation of curriculum ideology and politics, 1006 students (accounting for 54.29%) think that curriculum ideology and politics is “a curriculum view and ideological and political education integrated with major courses”; 651 students (accounting for 35.13%) think that curriculum ideological and political education is “the expansion and deepening of ideological and political courses”; 139 students (accounting for 7.50%) think that curriculum ideological and political education is “an ordinary ideological and political course”; 57 students (accounting for 3.08%) think that the curriculum of ideological and political education is “a new curriculum beyond the special Ideological and Political Curriculum”.

in the answer to the question “What do you think is the relationship between professional education and ideological and political education?”, 1107 students (59.74%) think that “professional education and ideological and political education are complementary,

organically integrated, and equally important”, and 635 students (34.27%) think that “ideological and political education is the first, professional education-based, ideological and political education supports professional education”, 61 students (accounting for 3.29%) think that “the two are separate systems, not a major”, and 50 students (accounting for 2.70%) choose to “do not know clearly”.

Through the analysis of the above three questions, it can be found that most of the students understand the concept and connotation of curriculum ideological and political education and can distinguish the relationship between professional education and ideological and political education which shows that Jiangxi Normal University has made certain achievements in curriculum ideological and political construction, but there are still some students who lack a comprehensive understanding of curriculum ideology and politics and necessity to further strengthen the publicity of curriculum ideological and political construction.

3.2.2. *Students’ attitude towards curriculum ideological and political construction*

In this questionnaire, two questions are set up to investigate students’ attitude towards curriculum ideology and politics.

In terms of students’ attitudes toward the introduction of ideological and political elements in professional courses, 914 students (49.33%) said “very welcome”, 750 students (40.47%) said “average”, 101 students (5.45%) said “indifferent”, and 88 students (4.75%) said “not interested”. Overall, most of the students have an active attitude towards the ideological and political education of the course.

In the survey of the question “what do you think of teachers teach ideological and political content in professional courses?”, 1312 students (70.80%) said that “it is useful to give us positive ideological guidance so that we can deal with people and things correctly”; 429 students (23.15%) said “it’s not bad because it’s required in the course”; 81 students (4.37%) said “it is useless, it is very theoretical and not useful for practical life”, and 31 students (1.68%) said “I don’t know”. From the percentage of each option, we can find that most students have a positive attitude of ideological and political education, which fully indicates that the construction of Jiangxi Normal University’s curriculum ideology and politics has begun to bear fruit.

3.2.3. *The situation of the school offering curriculum ideological and political education*

“Since this semester, have your professional course teachers integrated ideological and political elements in addition to teaching the contents related to the professional course?” the main purpose of setting up this question in the questionnaire is to understand the situation of school offering curriculum ideological and political construction and teachers’ awareness in curriculum ideological and political construction. According to the statistical analysis of the results, it can

be found that 886 students (47.81%) said “occasionally”; 786 students (42.42%) said “yes, more obvious”; 124 students (6.69%) said “not noticed”, and 57 students (3.08%) said “not at all”. From the percentage of each option, we can find that most of the teachers who teach professional courses have started to consciously integrate ideological and political elements in addition to teaching content related to the curriculum, which shows that the awareness of curriculum ideological and political construction of professional course teachers is constantly strengthened.

3.2.4. *Students’ expectations for curriculum ideological and political education*

In this questionnaire, two multiple-choice questions are set up to investigate students’ expectations of curriculum ideological and political education.

Regarding the question “From the perspective of teaching methods, what suggestions do you have for integrating ideological and political elements into professional courses?”, As shown in Table 2, in the 1853 valid questionnaires with the number of respondents, there were a total of 5328 responses, which was 2.87 times of the total number of respondents. Among them, the number of responses to “Teacher-led teaching method” accounted for 18.39% of the total number of responses; the number of responses to “Discussion-based teaching method around the questions raised by teachers” accounted for 21.85% of the total number of responses; the number of responses to “Visiting teaching method of field observation and investigation” accounted for 19.18% of the total number of responses; the number of responses to the “Game and competition teaching method” accounted for 12.11% of the total number of responses; The number of responses that selected the “task-driven teaching method” accounted for 11.34% of the total number of responses, and the number of responses to the “online + offline hybrid teaching method” accounted for 17.13% of the total number of responses. It can be seen that for the integration of ideological and political elements in professional courses, students prefer to express their views in discussion-style teaching and visiting teaching method of field observation and investigation. Therefore, in order to have a better teaching effect, teachers need to change the traditional teaching methods and adopt different teaching methods oriented to students’ needs.

**Table 2** From the perspective of teaching methods, what suggestions do you have for integrating ideological and political elements into professional courses?

Statistical indicators	Responses		Responses/ Respondents
	Responses	Percentage	
Teacher-led teaching method	980	18.39%	52.89%
Discuss-style teaching method that focuses on the questions raised by the teacher and expresses their opinions	1164	21.85%	62.82%

Visiting teaching method of field observation and investigation	1022	19.18%	55.15%
Game and competition teaching method	645	12.11%	34.81%
Task-driven teaching method	604	11.34%	32.60%
“Online” + “offline” hybrid teaching method	913	17.13%	49.27%
Total	5328	100%	287.53%

Data source: sorted out according to the questionnaire

Regarding the question “From the viewpoint of teaching content, what suggestions do you have for integrating ideological and political elements into professional courses?”, As shown in Table 3, in the 1853 valid questionnaires with the number of respondents, there were a total of 5789 responses, which was 3.12 times of the total number of respondents. Among them, 24.79% of the responses chose “Combine with social life”, 12.00% of the responses chose “Combine with ethnic beliefs”, 25.81% of the responses chose “Combine with current political topics”, 24.10% of the responses chose “Combine with national culture”, The responses who chose “Combine with the comparison between China and the West” accounted for 13.30% of the total responses. It can be seen that for the integration of ideological and political elements into professional courses, students are more likely to involve current political topics and social life. In the Internet era, there are many channels for students to obtain knowledge and information. Therefore, in order to attract students’ attention, teachers need to combine current social issues, guide students to analyze the social problems reflected by current hot issues, the ideological and moral views and theories involved, and inspire students to think about ways and means to solve problems, so that students can experience the “fun of knowing the world without going out”, thereby improving the teaching efficiency of curriculum ideology and politics.

**Table 3** From the viewpoint of teaching content, what suggestions do you have for integrating ideological and political elements into professional courses?

Statistical indicators	Responses		Responses/ Respondents
	responses	Percentage	

**Table 4** Cross-Tabulation Analysis of Sample Characteristics and Students’ Expectation of Curriculum Ideology and Politics

Subjects Teaching method	Humanities and Social Sciences		Science and Engineering		Arts and Sports		Total
	Responses	Percentage	Responses	Percentage	Responses	Percentage	
Teacher-led teaching method	556	54.51%	283	51.08%	141	50.54%	980
Discuss-style teaching method	652	63.92%	340	61.37%	172	61.65%	1164
Visiting teaching method	554	54.31%	315	56.86%	153	54.83%	1022
Game and competition teaching method	334	32.75%	202	36.46%	109	39.07%	645

Combine with social life	1435	24.79%	77.44%
Combine with ethnic beliefs	695	12.00%	37.51%
Combine with current political topics	1494	25.81%	80.63%
Combine with national culture	1395	24.10%	75.28%
Combine with the comparison between China and the West	770	13.30%	41.55%
Total	5789	100%	312.41%

Data source: sorted out according to the questionnaire

3.3. Cross-Tabulation Analysis of Sample Characteristics and Students’ Expectation of Curriculum Ideology and Politics

3.3.1. Interactive analysis of students’ subject distribution and their expected Curriculum ideological and political teaching methods

As can be seen from Table 4, 54.51% of the students in humanities and social sciences chose “Teacher-led teaching method”; 63.92% of the students in humanities and social sciences chose “Discuss-style teaching method that focuses on the questions raised by the teacher and expresses their opinions”; and 50.98% of the students in humanities and social sciences chose “online and offline hybrid teaching method”. These three proportions are all higher than those of students who choose these three teaching methods in science and engineering subjects and arts and sports subjects. These three ratios reflect the preference of students in humanities and social sciences for “Teacher-led teaching method”, “Discuss-style teaching method that focuses on the questions raised by the teacher and expresses their opinions” and “online and offline hybrid teaching method”. Similarly, it can be found that students of science and engineering subjects are fond of “Visiting teaching method of field observation and investigation” and “Task-driven teaching method”. And the students of art and sports subjects are more interested in “Game and competition teaching method”. The results in Table 4 show the preferred teaching methods of students with different disciplinary backgrounds. Therefore, teachers of different disciplines should choose the appropriate teaching methods according to students’ disciplinary backgrounds in the process of implementing curriculum ideological and political teaching.

Task-driven teaching method	319	31.27%	193	34.84%	92	32.97%	604
Online+offline hybrid teaching method	520	50.98%	260	46.93%	133	47.67%	913
Respondents	1020		554		279		1853

Data source: sorted out according to the questionnaire

3.3.2. Interactive analysis of students' gender and their expected ideological and political teaching contents

Table 5 shows the teaching contents of ideological and political education expected by students by gender. In terms of teaching contents, 84.77% of male students choose "Combine with current political topics"; 42.65% of male students choose "Combine with the comparison between China and the West" and 43.37% of male students choose "Combine with ethnic beliefs". These three percentages are all higher than the percentages of female students who chose these three topics. Therefore, compared with female students, male students show more interest in ideological and political elements such as "current political topics", "comparison between China and the west" and "national beliefs", while female students prefer ideological and political elements about "social life" and "national culture". The results in Table 5 show the ideological and political elements favored by students of different genders. Therefore, in the process of implementing the curriculum ideological and political teaching, teachers of professional courses should integrate appropriate ideological and political elements according to the gender distribution ratio of students.

**Table 5** Cross-tabulation analysis of student's gender and expected ideological and political teaching content

Teaching contents	male		female		Total
	responses	percentage	responses	percentage	
Combine with social life	376	67.38%	1059	81.78%	1435
Combine with ethnic beliefs	242	43.37%	453	34.98%	695
Combine with current political topics	473	84.77%	1021	78.84%	1494
Combine with national culture	397	71.15%	998	77.07%	1395
Combine with the comparison between China and the West	238	42.65%	532	41.08%	770
Respondents	558		1295		1853

Data source: sorted out according to the questionnaire

**4. Conclusions and Policy Recommendations**

Through the data analysis of the Jiangxi Normal University "Curriculum Ideology and Politics" survey questionnaire, we draw the following conclusions: firstly, college students in Jiangxi Normal University have a basic understanding of curriculum politics and ideology, and most students have an active attitude to participate in curriculum politics and ideology; secondly, teachers' awareness of curriculum ideological and political

construction has been continuously improved; thirdly, students are looking forward to cutting-edge curriculum ideological and political teaching content with the characteristics of the times and innovative and diversified curriculum ideological and political teaching methods.

Based on the above research conclusions, this article puts forward the following four suggestions:

4.1. Raise Awareness to Build a Curriculum Ideological and Political Education System for the Cultivation of Teacher Morality

Since its establishment, Jiangxi Normal University has been specializing in normal education. October 31, 2020 marks the 80th anniversary of Jiangxi Normal University. During the 80-year journey of education, Jiangxi Normal University has produced a large number of excellent teachers for the basic education of Jiangxi province. In order to give further play to the advantages of normal major in curriculum ideological and political education, we should pay attention to the cultivation of teachers' morality, strengthen the professional ideal of normal students, and comprehensively improve the professional ethics level of normal students. We should create and build a curriculum ideological and political education system that organically combines compulsory and elective courses, theory and practice, general knowledge and specialty, and covers the cultivation of teachers' ethics such as red culture education, traditional culture education, rule of law education, national spirit education, era spirit education, mental health education and labor education [4].

4.2. Make Overall Plans to Build a Curriculum Ideological and Political Knowledge System Covering All Ideological and Political Elements

Curriculum ideological and political construction is still a new thing in the process of exploration for the professional courses and general education courses of all colleges and majors of our school. In order to give play to the leading role of the curriculum ideological and political demonstration courses, display relevant construction results, promote teacher learning and exchanges, and guide more teachers to carry out curriculum ideological and political construction, our school has established a project to build two batches of curriculum ideological and political demonstration courses. The promotion and demonstration of these model courses and sample classrooms have really formed a point-to-point effect. In the next step, the curriculum ideological and political construction can be promoted by combining demonstrative promotion with comprehensive spreading. On the one hand, relying on the college to

clarify the ideological and political elements of different professional courses while exerting professional advantages, continue to select a number of courses for pilot projects; on the other hand, all courses are required to implement the curriculum ideological and political concept, we can carry out ideological and political education while imparting knowledge and developing skills [5].

#### 4.3. Demand Oriented to Optimize the Curriculum Ideological and Political Teaching Design System

Based on students' knowledge reserves, students' learning needs are fully considered; the teaching objectives of curriculum ideology and politics are formulated according to the differences in students' gender distribution and subject background distribution; to elaborate the teaching plan around the teaching content and teaching methods of curriculum ideology and politics; we create an open and active classroom atmosphere, fully mobilize students' subjective initiative and subjectivity, and guide students' thinking and discussion in order to better make them understand the ideological and political elements in professional courses [6]. Undoubtedly, the curriculum ideological and political teaching content with the characteristics of the times and innovative and diversified curriculum ideological and political teaching methods can continuously improve students' ability to analyze and solve practical problems, enhance their enthusiasm for learning, and improve the teaching effect of curriculum ideological and political.

#### 4.4. Implement Precise Countermeasures to Improve the Curriculum Ideological and Political Assessment and Evaluation System

Curriculum ideological and political construction is a systematic project. A scientific and reasonable curriculum ideological and political evaluation system can not only mobilize the enthusiasm of teachers and students to participate in curriculum ideological and political teaching activities, stimulate their potential, but also guide the dynamic adjustment of classroom teaching activities and enhance the effectiveness of curriculum ideological and political construction. It is worthwhile for every teacher to think about how to assess to effectively promote the integration of professional courses and ideological and political education, and form a correct guidance for students' world outlook, outlook on life and values. The author believes that it is a practical way to adopt categorical assessment according to the characteristics of different majors and the nature of the courses. At the same time, in order to stimulate teachers' awareness of curriculum ideological and

political construction, the evaluation of curriculum ideological and political construction should not only include multiple evaluation subjects such as traditional student evaluation, peer evaluation and supervision evaluation, but also take the effect of teachers' curriculum ideological and political construction as an important basis for teachers' assessment, post employment and reward, so as to promote the formation of a normal teaching mode of curriculum ideological and Political Education [7].

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