

## Exploration on the “Integration of Knowledge and Action” Assessment Mode in Ideological and Political Courses Under the Concept of “Three-Wide Education”

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### Abstract

Under the concept of “Three-Wide Education”, this paper examines the drawbacks of the current assessment methods of ideological and political courses, and on the basis of following the law of moral cultivation and student growth to re-examine the role of multiple assessment methods of ideological and political courses in promoting students’ ideological and behavioral quality, so as to build a scientific, comprehensive, and standardized ideological and political course “the integration of knowledge and action” assessment model and guarantee mechanism, and promote the improvement of the overall cultivating talents in colleges and universities.

**Key words:** Three-wide education; Integration of knowledge and action; Assessment mode; Implementation path; Security system

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The ideological and political theory course (referred to as “ideological and political course”) undertakes the major ideological education mission of fostering virtue through education, cultivating qualified builders and reliable successors of the socialism with Chinese characteristics,

and enhancing the teaching effectiveness of ideological and political courses is the expectation and requirement of the party and the country. Ideological and political course is a theoretical course, and it is also a highly ideological and practical course. The teaching aim is that the contents of Marxist theoretical knowledge, sinicization theoretical achievements of Marxism, and socialist core values are transformed into the values of college students, which are finally reflected in the students’ daily behavioral norms, following the action mechanism and the conduction path of “identification of ideological and political knowledge elements → ideological and political knowledge cognition → construction of value concept system → behavioral norms”, and finally achieve the “integration of knowledge and action” of ideological and political course, this feature also determines that the assessment methods of ideological and political course must be different from other humanities and social science courses. On August 14, 2019, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued “Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in the New Era Schools”, which pointed out that “taking the learning and practice of ideological and political course as important content into the evaluation system of comprehensive quality, and is recorded in one’s own file, as an important criterion for students’ evaluation, and as an important reference for joining the Chinese Young Pioneers, the Chinese Communist Youth League, and the Chinese Communist Party (Sun & Kuai, 2017). It can be seen that from the national level, has paid attention to the role of multiple assessment methods of ideological and political course on promoting the improvement of students’ ideological and behavioral quality. Therefore, in the teaching reform of ideological and political course, starting from multiple and multi-dimensional assessment methods, promoting reform through examinations and improving practical

results have become an inevitable choice to improve the ideological and moral quality and political awareness of young students; actively exploring a way to reflect the essence of ideological and political education, and a scientific, normative, operable, and effective assessment model of ideological and political courses in colleges and universities has become a top priority.

## **1. THE PROBLEMS EXISTING IN THE CURRENT ASSESSMENT METHODS OF IDEOLOGICAL AND POLITICAL COURSES**

The survey shows that the current assessment of ideological and political course is generally composed of two parts: process evaluation and summative evaluation. Process evaluation is to evaluate students' performance in the teaching process, that is, "usual grades"; summative evaluation is obtained from the final exam, means "final grades", and finally "usual grades" and "final grades" are matched in a certain proportion to get a overall grade. At the same time, since the implementation of the "05 Plan", colleges and universities have successively opened practical teaching of ideological and political courses, but most colleges and universities have set practical teaching independently, and set up credits and assessment results separately, which are not included in the general evaluation (Sun & Kuai, 2017). In general, the current assessment methods of ideological and political course mainly have the following problems:

### **1.1 The Assessment Content Is Mainly Based on Teaching Materials, Ignoring the Practicality of Ideological and Political Course**

The assessment form of "total grade = usual grade + final grade" only stay on the assessment of students' memory and understanding of theoretical knowledge, cannot evaluate students' internalization and practice level of theoretical knowledge, the students' scores "recited" from a short attack. Inevitably, the phenomenon of "different knowledge and action" and even "high grades and low morality" will inevitably lead some students to mistakenly believe that such courses are only for the indoctrination and publicity of mainstream ideology, which is seem remote from their own growth and development, thus "blocking the chain between students' transformation of theoretical knowledge learned into conscious behavior in real life, and weakening the teaching effectiveness of ideological and political courses." (Cong & Ma, 2014)

### **1.2 The Evaluation Subject Is Mainly Teachers, Which Is not Conducive to the Play the Role of "Three-Wide Education"**

In order to better implement the spirit of General Secretary Xi Jinping's speech at the Conference on Ideological and Political Work of National Colleges and Universities, the Central Committee of the Communist Party of China and

the State Council put forward the concept of "three-wide education" of all-member, whole-process and all-round education. The Ministry of Education launched the reform pilot of "three-wide education", the situation of "three-wide education" in our country has shown great vitality. Among them, "full education" requires counselors, class teachers, all classroom teachers, party and government management cadres, library staff; logistics service personnel, etc. all to become "education people". Under the concept of "three-wide education", since the teachers and staff other than ideological and political teachers have become the main body of education, they should also be the main body of assessment (Ideological and Political Work Department of the Ministry of Education, 2015). On the premise of understanding, respect and care, students should be praised for their good behaviors, and anomie behaviors should be encouraged. In this way, in terms of guiding students to actively internalize the mainstream social values, and promoting students' better growth and development, the "three-wide education" also must be able to make a difference. However, the current assessment of ideological and political courses is mainly carried out by teachers, which is not conducive to the play of the role of "three-wide education".

### **1.3 The Evaluation Standard Is Mainly Quantitative, Ignoring the Complexity of Students' Thinking and Behavior**

The current assessment way of ideological and political courses tends to be a single quantitative assessment. In fact, it is not appropriate to use specific scores to evaluate students' ideological and political courses. Because the moral level, political quality, and humanistic accomplishment of students cannot be accurately measured, "simple and refined quantitative assessment is not suitable for examining the ideological understanding and behavior habits of people with complex characteristics." Quantitative assessment will also mislead teachers to teach ideological and political courses as knowledge, so as to lose the ultimate purpose of ideological and political education (Shi, 2003).

## **2. THE THEORETICAL BASIS OF THE "INTEGRATION OF KNOWLEDGE AND ACTION" ASSESSMENT MODEL OF IDEOLOGICAL AND POLITICAL COURSES**

### **2.1 The Marxist Theoretical Basis of the "Integration of Knowledge and Action" Assessment Model**

Ideological and political courses are to carry out systematic Marxist theoretical education for college students, help them to establish a correct world outlook, outlook on life and values, and improve their ability to analyze and solve problems by using the basic positions,

viewpoints and methods of Marxism. Marx pointed out in "Introduction of the Critique of Hegel's Philosophy of Right": "Of course, the weapon of criticism cannot replace the criticism of weapons, and material power can only be destroyed by material power; but once theory has grasped the masses, it will also become material power. As long as the theory persuades people, it can grasp the masses; and as long as the theory is thorough, it can persuade, and the so-called thoroughness is to grasp the root of things." Marxist theory reflects the unity of science and revolution, which has a distinct practical character, reveals the nature and law of nature, human society and human thinking. It should be able to convince people, and should be able to produce teaching effectiveness. This effect is reflected in the various relationships formed between the teaching of ideological and political courses, college students and their real life. The assessment of ideological and political courses is to judge the size of this effectiveness and analyze the reasons of the success and failure of teaching, so as to better improve the teaching quality and effect of ideological and political courses.

## **2.2 The Ideological and Political Educational Basis of the "Integration of Knowledge and Action" Assessment Model**

Ideological and political education "is during the process of adapting and promoting social development, educators and educated people according to the needs of society and their own developments to continuously improve their ideological, political, moral and all-round development under the guidance of correct ideological, political and moral theories." (Ideological and Political Work Department of the Ministry of Education, 2015) Thus, it is evident that, ideological and political education is a quality education that is people-oriented and promotes all-round development of people; it is also a step-by-step process education. Therefore, the teaching of ideological and political courses should be a two-way flow process. Specifically, colleges and universities actively organize and implement the teaching process in accordance with relevant national requirements. Students actively choose education in the process of active life based on their own ideological foundation and internal needs, at the same time; it is a gradual process of continuous self-reflection and self-education, which reflects the requirements of human nature and development. Therefore, the assessment of ideological and political courses should not be limited to the knowledge assessment in the classroom, but should be extended to the daily life of students outside the classroom; so as to make the educational process is in line with the internalization and explicit process of ideological and political quality.

## **2.3 The psychological basis of the "integration of knowledge and action" assessment model**

From the perspective of psychology, ideological and political quality and moral quality are composed of four

basic elements: knowledge, emotion, will, and action. "knowledge" is the foundation, "emotion" and "will" are the mediators, and "action" is the external form of expression, "These four psychological components are a continuous whole, which influences each other, penetrates each other, transforms each other, and mutual cause and effect. The final purpose is to achieve the harmonious and unified development of the four aspects." (Shi, 2003) The "action" is adjusted by the "knowledge", "emotion" and "will", also it greatly promotes the consolidation and development of "knowledge", the deepening and enrichment of "emotion", and the sharpening and cultivation of "will". Therefore, the assessment of ideological and political courses cannot only be limited to the assessment of "knowledge" that regards students as "knowledge containers", while ignoring students' subject status, ignoring the mediating role of emotion and will, and ignoring the ultimate goal of behavioral performance and its improvement and consolidation on "knowledge, emotion, and intention". Scientific assessment of ideological and political courses must be a comprehensive assessment of students' basic theoretical knowledge, ideological awareness, and behavioral performance, respecting students' dominant position, conform to the laws of students' psychological development and good behavior habits, and stimulate students' intrinsic motivation of learning, reflect the people-oriented educational philosophy.

## **3. THE IMPLEMENTATION PATH OF THE "INTEGRATION OF KNOWLEDGE AND ACTION" ASSESSMENT MODEL OF IDEOLOGICAL AND POLITICAL COURSE**

Ideological and political course is a combination of "knowledge, emotion, will, and action". Under the concept of "three-wide education", the "integration of knowledge and action" assessment model of ideological and political course consists of three modules: theoretical knowledge module, quality application module and behavioral performance module, each module corresponds to different assessment subjects, assessment methods, assessment points and assessment aims, and conducting comprehensively assessment of students' ideological and political levels from different perspectives; the assessment of the three modules runs through the whole process of ideological and political teaching, which are jointly completed by the ideological and political course teachers and other educating subjects in the process of teaching and interaction with students, and finally integrated according to a certain proportion, and ranked by five grades of "excellent, good, medium, qualified, and unqualified". It can reflect the level of ideological and political quality and moral quality of college students, and also show the

teaching effect of ideological and political courses under the influence of multiple factors.

### 3.1 Building a Scientific and Systematic Assessment System

Under the concept of “three-wide education”, the “integration of knowledge and action” assessment model of ideological and political courses are divided into three parts: The theoretical knowledge module is given in a certain proportion by the teacher according to the students’ usual grades and final test results. The final test is mainly to test the students’ understanding and memory of ideological and political theoretical knowledge.

The quality application module is mainly carried out in the way of social practice. It assesses students have transformed Marxist theory into their own ideology, that is, the degree of “into the brain and into the mind”. Each ideological and political course teacher designs practical content conforms to the characteristics of this course according to the characteristics of the course. For example, “Outline of Modern and Modern History of China” can use social investigation. “Introduction to Mao Zedong Thought and Theory System of Socialism with Chinese Characteristics” can use social investigation, etc. The teacher provides the inspection site or social investigation topic; students can also choose topics independently

according to the course content. Through social practice, promote the integration of small ideological and political classroom into large social classroom, concretize abstract theories, and use vivid practical activities or cases to deepen students’ cognition and recognition of ideological and political theories. Finally, complete the investigation report based on what you think, feel, and understand. This link is not only a deepening of theoretical understanding, but also a test of the degree of theoretical understanding and recognition.

The behavioral performance module is to assess students’ daily behavioral norms to avoid the “two skins” phenomenon of teaching and educating students of ideological and political courses, that is the key to the reform of ideological and political course assessment. At present, most colleges and universities have not included it in the assessment system. Formulating detailed assessment rules, and comprehensively and objectively assess students’ behavior and actual performance by counselors, class teachers, all classroom teachers, party and government management cadres, library staff, logistics service personnel, etc., that is, internalize knowledge into thoughts, check performed situation in practice, strengthen students’ behavior and fully reflects the underlying purpose of “unity of knowledge and action”.

**Table 1**  
The assessment system of “integration of knowledge and action” in ideological and political courses under the concept of “three-wide education”

Module	Assessment Subject	Assessment Orientation	Assessment Score	Assessment Purpose
Theoretical Knowledge Module	Class Teacher	Teaching Process/Final Test	Hundred Scoring System	Knowledge Memory/ Understanding
Quality Application Module	Teaching Team of Course Group	Social Practice Activities	Hundred Scoring System	Ideological Cognition/ Agreement
Behavioral Performance Module	All Faculty Members	Daily Behavior Rules	Addition and Subtraction Scoring System	Behavioral Performance

Source: Compiled by the author.

**Table 2**  
Behavioral norms/ example of anomie scoring project

Behavioral norms/ anomie items	+/-
gave back the items found, voluntary blood donation, volunteer service, helping others, social recognition, news reports, public welfare activities...	+
Truancy, staying outside at night, smoking and drinking, fighting, stealing, damaging the environment and finances, bad customs, uncivilized interactions, publishing negative news, network violence, inappropriate remarks, irregular religious beliefs...	-

Source: Compiled by the author.

### 3.2 Develop Diversified and Multi-Dimensional Assessment Methods

Design specific assessment methods according to the assessment content of different modules. The knowledge assessment module still follows the original assessment method of “normal grades + test results”; the social practice assessment of the inner quality module is carried out from three links: practice planning, practice process and practice report, and uses the network platform to break through the limitation of time and space of practical teaching to achieve real-time and remote guidance, and improve the refinement and objectivity of practical assessment; the behavior module is jointly

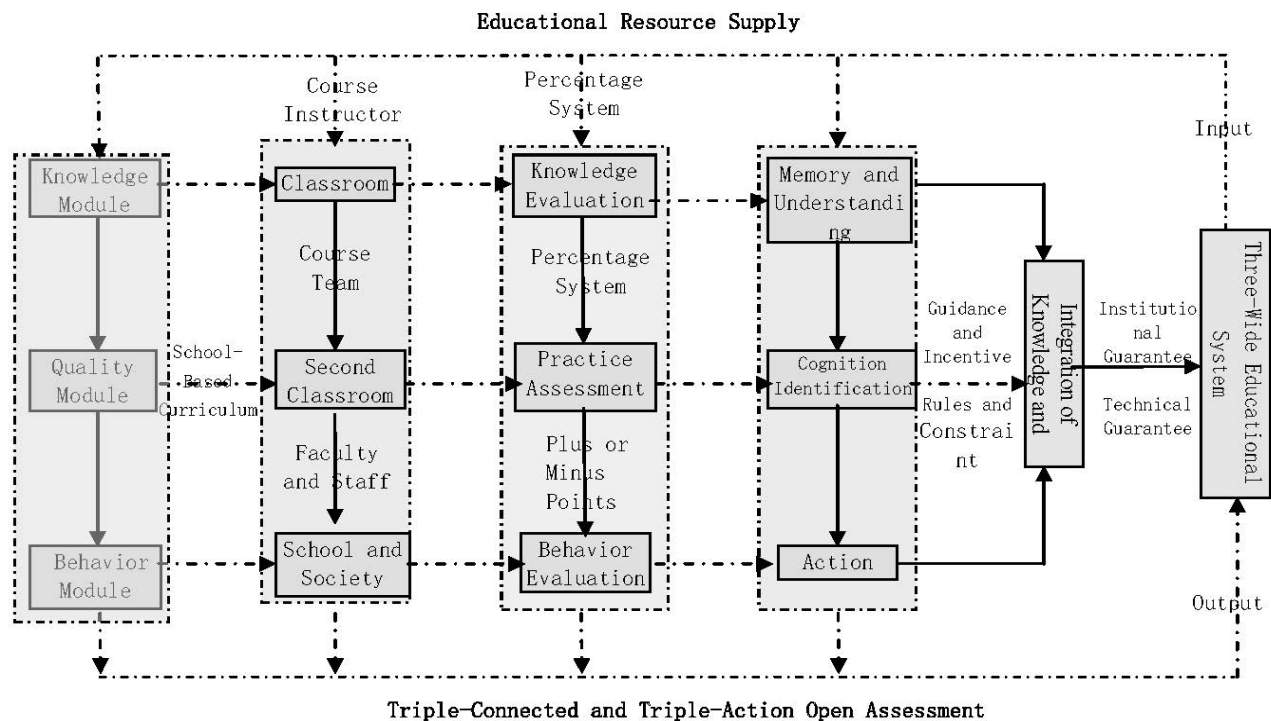
formulated by the ideological and political teachers and the student management department, that detailed rules for the addition and subtraction scores of students’ daily behavior performance, which fully covers students all aspects of life and study during the period in school, such as returning the money found, volunteering blood, volunteering, helping others, social recognition, news reporting, public welfare activities, truancy, staying out all night, smoking and drinking, fighting, stealing, destroying the environment and finances, bad customs, uncivilized exchanges, publishing negative news, online violence, inappropriate remarks, irregular religious beliefs, etc., the various positive and negative behaviors of college

students in recent years are listed in detail and scientifically assigned, and make objective evaluations for students from all-round, whole process and multiple perspectives, effectively motivate positive behaviors, restrain bad habits, and promote students' self-discipline and heteronomy.

### 3.3 Establish an Efficient and Coordinated Assessment Operation Mechanism Across Departments

The concept of “three-wide education” makes the main body of education in colleges and universities changes from “single” to “full”, And the education structure changes from “segmentation” to “coordination”. Various educational factors form a joint force with ideological and political courses, which requires the establishment of an efficient and coordinated “three-wide education” assessment operational mechanism among various departments in the collages. The operating system consists of an input end and an output end. The input end is the supply system of resource library of ideological and political education, including three parts: input system of the ideological and political knowledge, improvement system of the ideological and political quality, and the

ideological and political behavior demonstration and the supervision system, which respectively corresponding to Ideological and political classroom teaching, extracurricular practical teaching and the educative atmosphere formed by the school's social circle. The output end is the triple-connected and triple-action open assessment and evaluation system, including an assessment system composed of a linkage of knowledge evaluation, practice evaluation and behavior evaluation, and a linkage of classroom teachers, practical instructors and all teaching staff, The assessment results cover five levels of excellent, good, medium, qualified, and unqualified, and given to each student as an evaluation result every semester. This comprehensive ideological and political assessment operational system forms a positive cycle by guidance and incentives, and the regulatory constraints (deduction rules) formulated by the colleges are used as restraints and corrections to ensure the achievement of “the unity of knowledge and action” for students, and cooperate with the institutional guarantee system and technical guarantee system, so as to form an efficient system of “three-wide education” in the end.



**Figure 1**  
 Operation Mechanism of “Integration of Knowledge and Action” Ideological and Political Course Assessment

### 3.4 Designing Detailed Assessment Process and Evaluation Rules

In the knowledge module assessment, the final exam scores are added together with the usual scores recorded by the teacher during the class in a certain proportion to obtain the module scores, and the test scores are set as the pass assessment, that is, only the test scores exceed a certain score (such as 40 points), other scores are valid, otherwise

the score will be failed. In the practice assessment of the quality module, practice planning, the provided supporting materials (such as photos, logs) in the practice process, and practice reports, each of them accounts for a certain proportion, and detailed scoring rules are formulated. For example, the scoring standards of the practice report are as follows:

**Table 3**  
**Specific scoring criteria of practice reports**

Evaluation Criteria	%
The topic selection is closely related to the course content, with good intentions, high starting point, creativity, forward-looking, universality and promotion value.	10
The process investigation is in-depth, the problem is fully understood, the materials are detailed, the data is accurate and reliable, and the analysis is thorough.	30
The conclusions of the report can raise questions for the statistical data of the survey, and creatively put forward methods, ideas or suggestions to solve the problem on the basis of in-depth analysis.	40
The text expresses the point of view is clearly, the language is fluent, the format is standardized, and the pictures and texts are abundant.	20

Source: Compiled by the author.

In the behavior module, the relevant responsible person records the daily behaviors of students at anytime according to the detailed rules of the addition and subtraction scores of students’ usual performance that formulated by the college, and input into the system for sharing and do the unified statistics at the end of the term. The scores of each module are based on the principles of integrity, fairness, and conducive to the cultivation of all-round development talents, the proportion can be determined according to the specific situation of the college. Finally, the scores of knowledge module, quality module, and behavior module are added up in a certain proportion to obtain the hundred-percentage system score of ideological and political courses for this term, the scores are divided into five grades corresponding to “excellent, good, medium, qualified, and unqualified”. The corresponding relationship between scores and grades will be calculated separately according to the trial situation. This grade overcomes the stereotype of the assessment of knowledge and memory in ideological and political courses based on the hundred percentage system. The evaluation is based on the grade system, which can give students a psychological impact on whether they are qualified or not in ideological and morality, behavioral norms and values that play the role of motivating and spurring students’ daily behavior norms.

## 4. THE MULTI-DIMENSIONAL GUARANTEE SYSTEM OF THE “INTEGRATION OF KNOWLEDGE AND ACTION” ASSESSMENT MODE OF IDEOLOGICAL AND POLITICAL COURSES

### 4.1 Establish a Perfect Institutional Guarantee Mechanism

The attention and support from leaders are important basis for the smooth implementation of the “integration of knowledge and action” assessment model of

ideological and political courses. In accordance with the fundamental requirements of morality and cultivating students in colleges and universities, the party committee establishes an ideological and political work pattern of full staff, full process and all-round education based on the laws of ideological and political education in the new era, and according to the work concept of “big ideological and political”, establish a set of scientific, standardized and rationalized long-term mechanism of collaborative education that is under the leadership of the party committee, mainly with ideological and political teachers and student management teams, as well as each department cooperates with each other. It provides institutional guarantee for the smooth implementation of the “integration of knowledge and action” assessment model of ideological and political courses.

### 4.2 Establish a Good Mechanism for Teachers to Actively Participate in

Under the concept of “three-wide education”, all the faculty and staff in colleges and universities is the main subject of education, and they are also the main body of the “integration of knowledge and action” assessment model. Their ideological quality and teacher morality have extremely critical demonstration effect for the ideological and political education of college students. This requires all faculty and staff to establish the awareness of “teaching and educating students is the first responsibility”, strengthen ideological leadership and responsibility, promote excellent teachers’ morality, and improve the work level of morality and education. The colleges and universities can also train relevant teaching staff on moral awareness, moral ability and professional identity, using incentive and restraint mechanisms to improve the enthusiasm and initiative of all teaching staff to participate in collaborative education, and continuously improve their collaborative educational ability to provide a good teacher guarantee for the “integration of knowledge and action” assessment of ideological and political courses.

### 4.3 Establish a Technical Guarantee Mechanism for the Network Platform

The application of the network information technology platform is the technical guarantee for the smooth implementation of the “integration of knowledge and action” assessment model of ideological and political courses. To achieve full-staff, whole-process, and all-round collaborative education, it is not only need to establish a multi-level collaborative linkage educational work mechanism, but also to build an online platform of education evaluation and registration with the participation of multi-subject, The network records of the students’ good performance and anomie behaviors are found daily to realize an integrated scoring system for all staff to educate students. The network system must ensure that the login is convenient, efficient, simple and practical, and it is directly linked to the student’s course

educational system through the mobile port. The addition and subtraction of scores can be opened for students to view, so as to play an encouraging and educating role.

In a word, the reform of the “integration of knowledge and action” assessment model of ideological and political courses in colleges and universities under the concept of “three-wide education” cannot reach its aim in one move, but a process of try as a forerunner, cyclic advancement, gradual accumulation of experience, and continuous improvement, and finally achieves the course goal of promoting education by test, promoting learning by test, and promoting practice by test to improve the educational effectiveness of ideological and political courses, and cultivate professionals with qualified ideological and political qualities for the cause of socialism with Chinese characteristics.

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