

Research Article

Evaluation Method of Ideological and Political Classroom Teaching Quality Based on Analytic Hierarchy Process

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Received 18 May 2022; Revised 14 June 2022; Accepted 21 June 2022; Published 6 July 2022

Academic Editor: Lianhui Li

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Constructing a scientific evaluation system of curriculum education quality is an important content to improve the effectiveness of curriculum ideological and political education. Starting from the practical significance of exploring the effectiveness evaluation system of curriculum ideological and political education, supported by analytic hierarchy process, this paper constructs the evaluation model of curriculum educational quality through the five dimensions of curriculum design, teaching staff, student cognition, development evaluation, and system design, clarifies the hierarchical relationship between the implementation elements of curriculum ideological and political education from the micro level, and defines the basic responsibilities, in order to provide reference for curriculum teaching reform and educational quality evaluation.

1. Introduction

For a long time, there has been a phenomenon of “two skins” between ideological and political education and professional teaching in colleges and universities. Professional teachers “only teach but not educate people,” and ideological and political education teachers (counselors) still fight alone. At the same time, according to the spirit of the National Conference on Ideological and Political Work in Colleges and Universities, classroom teaching, as the main channel and position for colleges and universities to carry out education, is the basic element and important carrier to implement the fundamental mission of “building morality and cultivating people.” Therefore, in the curriculum reform, we should not only pay attention to the cultivation of students’ professional knowledge and ability but also do a good job in shaping students’ ideological guidance and values, so as to enhance knowledge in value guidance and strengthen value guidance in knowledge teaching.

At the National Conference on Ideological and Political Work in Colleges and universities, General Secretary Xi stressed that we should adhere to building morality and cultivating people as the central link, run the ideological and political work through the whole process of education and

teaching, and realize the whole process and all-round education. However, for a long time, in terms of educational concept, we cannot correctly understand the relationship between knowledge transfer and value guidance, and the “whole curriculum education concept” has not been fully established. In terms of curriculum, we cannot correctly deal with the relationship between explicit curriculum and implicit curriculum. In terms of team building, the relationship between talent cultivation ability and moral cultivation ability cannot be handled as a whole. The reason is that, on the one hand, the evaluation system standard still stays in the traditional evaluation with knowledge, skills, and literacy as the core in the early years, and there is no reasonable design evaluation standard in the process of promoting the transformation of ideological and political curriculum to the three-dimensional education of curriculum ideological and political education [1]. On the other hand, in the current education and teaching reform of higher vocational colleges, it is rarely considered from the micro level such as classroom teaching. In the process of promoting the three-dimensional education of “curriculum thinking and politics,” classroom teaching is a necessary place. How do teachers organize the curriculum teaching of “classroom thinking and politics” [2–5] and how to arouse and stimulate students’ interest in

learning and how to improve the quality and efficiency of curriculum teaching are the key issues. Therefore, it is very necessary to carry out the monitoring, evaluation, and optimization of higher vocational classroom teaching quality under the background of “curriculum ideological and political” reform, optimize the methods of improvement, integrate the concept of “whole process and all-round education” into teaching evaluation and supervision, improve the evaluation criteria, and establish a richer teaching supervision team to diversify the evaluation personnel. It is timely to carry out the research on the quantitative evaluation of classroom teaching quality under the background of “curriculum ideological and political reform.” The significance of the research lies in the following: First, it is conducive to the implementation of national education policies, the implementation of education and teaching laws and regulations, and the implementation of semester teaching plans. Ideological and political work is run through the whole process of education and teaching. Second, it is conducive to timely discover and summarize the deficiencies and advanced experience of classroom teaching under the background of “classroom ideological and political” reform and the quality of classroom teaching can be timely improved. Third, it is conducive to improve the scientificity, comprehensiveness, and timeliness of classroom teaching quality evaluation, increase the objectivity and fairness of evaluation effect, and stimulate teachers’ enthusiasm to continuously improve classroom teaching quality.

2. Practical Significance of Curriculum Ideological and Political Evaluation

The effectiveness of curriculum refers to the degree to which educational activities achieve their preset goals. To evaluate the effectiveness of curriculum ideological and political education is to judge the actual or potential value of the implementation process and results of curriculum teaching as shown in Figure 1.

2.1. The Need of Innovation Theory Research Perspective.

In recent years, many colleges and universities have made some positive explorations in the reform of curriculum ideological and political education and formed representative courses. In particular, the “Shanghai experience” first implemented and summarized by colleges and universities in Shanghai has become the standard bearer leading the teaching reform of ideological and political education in domestic higher education courses. Some scholars discussed the basic idea, connotation and composition of curriculum ideological politics, and curriculum ideological politics from different levels and summarized and analyzed the implementation path and logical relationship. Some scholars put forward good suggestions on the construction of evaluation indicators for the effectiveness of curriculum ideological and political education from the macro level [6–8]. It can be seen that scholars have made some achievements in the research of curriculum ideological and political effectiveness, but there is still a lack of technical research on the effectiveness

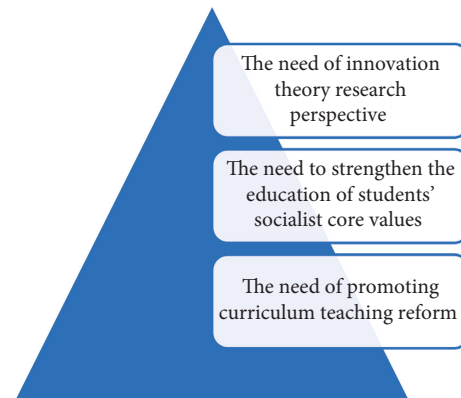


FIGURE 1: Practical significance of curriculum ideological and political evaluation.

evaluation system of curriculum ideological and political effectiveness, and there is also a lack of qualitative evaluation models and methods. Therefore, through qualitative analysis, this paper attempts to apply the analytic hierarchy process to the research on the quality evaluation of curriculum ideological and political education, build a multi-level and multifactor analysis model, and put forward the observation points of multidimensional evaluation from the micro level, so as to provide a theoretical basis for the research on educational evaluation of specific courses in the future.

2.2. The Need to Strengthen the Education of Students’ Socialist Core Values.

In the open information age, under the complex background of multiple social values and the interweaving and infiltration of a variety of social thoughts, the limitations of relying solely or excessively on ideological and political theory courses to guide the value of college students have become increasingly prominent. At the same time, with the promotion and implementation of the teaching reform of the credit system in domestic colleges and universities, in order to meet the personalized development needs of students, the school advocates more respect for the subject status of students, pays attention to the hierarchical and classified training of students, emphasizes the credit acquisition of students, and weakens the education follow-up and constraints on students in ethics, physical and mental health, professional quality, and so on. Students will also pay more attention to the pursuit of credits to meet the graduation requirements, pay attention to the improvement of their own knowledge and skills and the design of career development path, and despise the important value of Marxist basic principles and methodology and despise the study of socialist core values and the cultivation of ideological and moral character, which is easy to lead to weak personal ideals and beliefs and low political literacy. Therefore, by establishing the evaluation system of the effectiveness of curriculum ideological and political education, it is very necessary to urge all departments of the school to perform their basic responsibilities in promoting curriculum education from a multidimensional perspective.

2.3. The Need of Promoting Curriculum Teaching Reform. University courses are arranged based on the training objectives of various majors to a certain extent. The purposes of imparting curriculum knowledge are to promote students to better understand and love relevant majors (industries) or culture, constantly innovate knowledge through learning, promote the inheritance and promotion of industries or culture with practical actions, actively serve social development, and promote social progress and harmony. Promoting curriculum reform, starting the ideological and political mode of curriculum education, giving full play to the role of classroom teaching as the main channel and position of educating people, and realizing the collaborative education of various courses are the specific practice of implementing ideological and political education into the whole process of education and teaching. Scientifically construct the evaluation index system of curriculum education quality, clarify the evaluation dimensions and elements, guide the direction of curriculum ideological and political reform from the aspects of theory, action, and serving students' development, fully tap the ideological and political factors contained in relevant knowledge in the design of curriculum content, scientifically apply moral education means in the teaching process, and track and supervise the fixed-point and qualitative teaching process and make the teaching of ideological and political education theories and methods consistent with students' physical and mental health and personality development, in line with the national education policy and the development needs of the times.

3. Literature Review

In western countries, mainly represented by the United States and Britain, the evaluation of teaching quality of higher education has been very mature. The typical feature is the comprehensive evaluation of students' learning process and learning results. Different countries have different national conditions, and the evaluation methods cannot be completely copied. The early evaluation of higher education quality in China, which began in the 1980s, is essentially equivalent to the evaluation of classroom teachers' teaching quality. Teachers, as the object of evaluation, are generally students, experts, or peers and teaching supervisors. The common practice is to design indicators including "teaching attitude," "teaching method," and "teaching content" to quantitatively evaluate teaching attitude and the role of teaching contents and methods in improving teaching quality [9–11].

With the deepening of the research on the evaluation of teaching quality in colleges and universities, more and more scholars believe that the traditional evaluation of teaching quality (effect) is simplified to evaluate teachers' teaching activities. The main problems are as follows: paying attention to students' evaluation of teachers and neglecting teachers' self-evaluation, paying attention to summative evaluation and despising process evaluation, and attaching importance to the evaluation of teachers' teaching and despising the evaluation of students' learning. In recent years, the evaluation methods of some colleges and universities have been

quietly changing from teachers to students. The research confirms that learning input has a significant positive correlation with learning harvest. It is suggested to promote the emotional connection between teachers and students through method guidance and value guidance, stimulate the internal driving force of students' learning, and comprehensively improve the learning quality [12–14]. In addition, researchers believe that students' autonomous learning is the main motivation to improve teaching quality and emphasize the stimulating effect of learning motivation and learning behavior on students' autonomous learning [15–17].

In addition to the "teaching" of teachers and the "learning" of students, such as the construction of school study style and examination style, school management and teaching guarantee play a vital role in mobilizing students' learning enthusiasm. The research shows that students' learning input is significantly positively correlated with curriculum requirements, college requirements, and support [18–20]. Some studies emphasize the influence of teaching media (such as teaching facilities) on improving classroom teaching effect. In addition to focusing on teachers and students, the improvement of teaching quality in colleges and universities is a comprehensive system, which needs the joint efforts of teachers, students, school leaders, families, society, alumni, and employers.

Indeed, the key place to improve the teaching quality of colleges and universities is in the classroom, and the key subject to improve the effect of classroom teaching is students. In the teaching process of teachers, this study mainly draws lessons from the indicators commonly used in the academic circles to reflect the teaching attitude, teaching content, and teaching methods. Different from previous studies, under the teaching requirements of "curriculum thinking and politics," the author believes the following: First, classroom teaching activities are a two-way interactive activity between teachers and students. The characteristics of teachers' appearance, personality, morality, professional quality, and behavior play a direct or indirect guiding role in students' values, outlook on life, and world outlook and ultimately affect the teaching effect. Second, the school's serious study style and examination style, strict teaching management and orderly teaching guarantee, and other logistics services also play a very important role in mobilizing students' learning enthusiasm. Third, the quality of classroom teaching includes not only the acquisition of theoretical knowledge but also the improvement of practical ability. With high-quality classroom teaching, students can not only thoroughly master theoretical knowledge and practical ability but also stimulate their interest in continuous learning and get happiness from autonomous learning. Such students can generally make career planning in advance and develop rapidly after graduation.

4. Construction of Analytic Hierarchy Process Model for Evaluation of Ideological and Political Effectiveness of Curriculum

4.1. Analytic Hierarchy Process. In recent years, with the development of data mining and deep learning, data analysis

technology has been developing in many fields [21–26]. Analytic hierarchy process (AHP), as a typical method of data analysis [27], was formally proposed in the mid-1970s. Analytic hierarchy process is a decision-making method that decomposes the elements always related to decision-making into objectives, criteria, schemes, and other levels and carries out qualitative and quantitative analysis on this basis. It is a comprehensive evaluation method of multiple attributes and multiple indexes. It is widely used in various fields related to decision-making. It is suitable for the target system with hierarchical and staggered evaluation indexes, and the target value is difficult to describe quantitatively. It is also one of the mainstream research directions of evaluation methods.

Curriculum education is a systematic activity. At the same time, it is affected by many factors, such as educational policy, professional environment, curriculum content, and teaching staff, which leads to many eigenvalues and complex levels of the effectiveness evaluation of curriculum ideological and political implementation. The analytic hierarchy process can provide a combination of qualitative and quantitative decision-making analysis methods to solve this problem by constructing the judgment matrix between factors. On the research path, we can form a scientific evaluation system by layering the educational factors involved in the process of curriculum education and teaching. For a specific course (major), the weight value of the evaluation index can be calculated and sorted in combination with the survey data. Finally, the fuzzy comprehensive evaluation method is used to obtain the comprehensive analysis data to complete the effectiveness evaluation of curriculum education.

4.2. Analytic Hierarchy Process Model. The quality evaluation model of effective ideological and political education in curriculum consists of three levels. According to the hierarchical construction method proposed by Professor Thomas SETI, since this stage considers the construction of evaluation system and does not involve decision-making, the scheme level is not described here. However, due to many index factors and complex relationships in the criterion layer, the criterion layer is further subdivided into sub-criterion layers. First is the target level, that is, the evaluation results of scientific and effective curriculum education. Second is the criterion layer. Combined with the teaching characteristics and practical laws of ideological and political education, the criterion level is set as five dimensions: curriculum design, teaching staff, students' cognition, development evaluation, and system design.

4.3. Construction of Judgment Matrix. The judgment matrix is a key link in the application of analytic hierarchy process, which can show the relative importance of each index of the current level relative to a certain index of the previous level in the quality evaluation hierarchy model of Ideological and political education. According to the constructed curriculum education quality evaluation model, when evaluating the education effect of specific courses, the obtained evaluation data can be used to establish the judgment matrix of

indicators at all levels, and then the appropriate calculation method can be used to calculate the relative weight of each element for a certain criterion level, conduct consistency test, and finally obtain effective evaluation data. Figure 2 presents the whole pipeline.

5. Hierarchical Relationship and Responsibilities among Various Executive Elements

Due to the many links and factors involved in the implementation of curriculum ideological and political education, if the responsibilities of various executive units or groups in colleges and universities are not fulfilled enough, this will lead to the lack of motivation for curriculum teaching reform, the uneven teaching effect, the different evaluation of students' recognition and sense of acquisition of the curriculum, and so on. Therefore, we sort out the implementation elements and responsibilities involved in the implementation process according to the established evaluation model.

5.1. The School Is a Top Designer. The school party committee should earnestly fulfill the main responsibility, put forward the overall requirements and objectives of curriculum ideological and political construction from the perspective of the national education development planning strategy, clarify the educational functions of each curriculum and the educational responsibilities of all teachers, issue the assessment and evaluation mechanism, and do a good job in supervision and implementation. All functional departments should jointly establish a curriculum evaluation and incentive mechanism guided by the effect of education and take the results of teachers' education as an important factor for teachers' post and grade determination. Through joint training with local schools and enterprises, we will build a collaborative and shared platform for ideological and political education resources.

5.2. College (Department) Is the Basic Executive Department. Colleges (departments) are the basic educational units of universities. First, we should do a good job in the selection of courses and teachers. Second, we should build a "great ideological and political" and "great coordination" education pattern, strengthen the exchanges between ideological and political discipline teachers and professional course teachers, front-line teachers, and ideological and political work team personnel, and do a good job in teacher education training. Third, we should introduce the specific implementation plan of curriculum ideological and political education, carry out the satisfaction evaluation of students' career development, and do a good job in the collection of evaluation data and result analysis. Fourth, we should do a good job in case summary, tap excellent teaching plans and educational models, and do a good job in experience promotion and case exchange.

5.3. Discipline (Curriculum Group) Is the Core Organization. Discipline (curriculum group) is the grass-roots organization to implement curriculum education. Disciplines such as

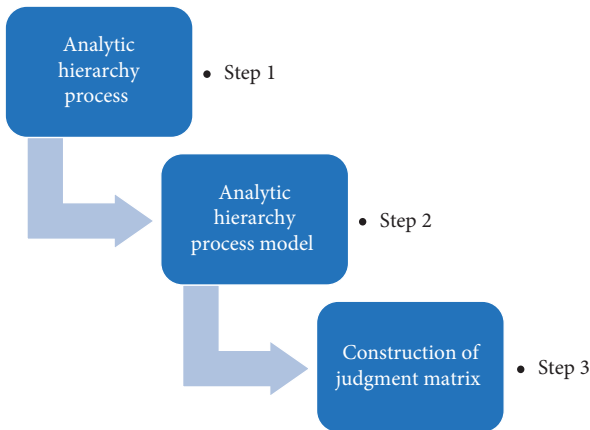


FIGURE 2: The whole steps of the experiment.

ideological and political education theory should actively assist teachers of other disciplines in the excavation of ideological and political education resources and the integration of teaching plans and actively advocate the all-round development of moral education. Other disciplines or curriculum groups should be driven by the students' curriculum selection and knowledge needs in the context of the new era, deeply explore the ideological and political education resources of various courses, and design the curriculum system and teaching scheme that can meet the students' personality characteristics and growth needs in the new era according to the training objectives and educational objectives of different majors, combined with the industry talent standards and learning from the OBE concept.

5.4. Teachers Are the Key Group to Implement Tasks. Teachers should really study curriculum thought and politics as a knowledge that can shape students' hearts and accurately locate the value orientation and teaching purpose of the curriculum in combination with the professional training objectives. First of all, we should establish the awareness of "interdisciplinary," do a good job in the excavation and introduction of ideological and political elements systematically and scientifically, and establish a multidimensional blending relationship between knowledge and life and social responsibility. Secondly, in the teaching process, pay attention to the attention and observation of students' ideological status, timely correct the inappropriate thoughts, views, and attitudes among students, and realize the organic combination of ideological and political education and professional course content. Thirdly, adhere to the unity of teaching by speech and teaching by example, take the lead in setting an example, become a mirror for students to behave and work, and become a banner for students to study and ask questions.

As the main way to implement the "three complete educations," curriculum education is a detailed and systematic project. In order to give full play to the role of the classroom as the main channel in educating people, colleges and universities must always adhere to the guidance of Marxist theory, promote the curriculum education reform

with high standards and strict requirements, determine the direction and content of the curriculum reform, and clarify the main responsibilities and mutual relations of various implementation elements in the process of curriculum reform and education and teaching, so as to obtain a good evaluation path and effect of curriculum education quality and comprehensively form a vivid situation of collaborative education.

6. Suggestions on Classroom Teaching Quality

The main task of colleges and universities is to cultivate students into talents that play an important role in the society, and the evaluation of classroom teaching quality is an important aspect that directly reflects the quality of talents in colleges and universities. Under the guidance of the thought of "curriculum thought and politics," this paper puts forward targeted optimization strategies. Table 1 lists the suggestions on classroom teaching quality.

6.1. Change the Concept of Evaluation Purpose and Evaluation Content

6.1.1. Changing the Purpose Concept of Classroom Teaching Quality Evaluation. There is an inseparable relationship among education, society, and people. Classroom teaching is bound to be affected by various factors at the social level, especially the current social, economic, and cultural impact on college classrooms. Therefore, the evaluation of classroom quality also needs to be improved. Therefore, classroom teaching evaluation should change the traditional evaluation concept, abandon the traditional evaluation means and methods, and be under the guidance of curriculum ideology and politics, in line with the concept of modern talent training. Talents who meet social needs are important. Through the multidirectional evaluation of teachers' "teaching" and students' "learning" in classroom teaching evaluation, we need to pay attention not only to the results of classroom evaluation teaching but also to the evaluation of classroom teaching process, encourage teachers to actively participate in teaching evaluation, and finally improve teachers' teaching ability and the overall quality of teachers.

6.1.2. Enrich the Content of Classroom Teaching Quality Evaluation. The education of students in higher education mainly includes ideological education, skill training, scientific research, and social services, of which the most important are the ideological education and skill training of talents. Classroom teaching is the most important, direct, and fundamental way for colleges and universities to cultivate talents. Traditional classroom teaching activities only guide students to master scientific cultural knowledge according to teaching objectives, and this cultural knowledge is only a simple presentation of teaching materials, which restricts teachers' ability from being stimulated to a great extent. Under the traditional concept of teaching evaluation, the evaluation of classroom teaching mainly focuses on the selection of teachers' teaching methods and relevant

TABLE 1: The suggestions on classroom teaching quality.

Suggestion
Change the concept of evaluation purpose and evaluation content
Build a diversified evaluation subject
Establish effective feedback mechanism
Other recommendations

teaching materials, ignoring whether the curriculum content in teaching evaluation is in line with the current ideological development of college students and whether the curriculum content setting is reasonable. Therefore, the evaluation of classroom teaching quality changes the traditional evaluation concept of teachers' teaching behavior and teachers' curriculum setting. First is scientific and reasonable teaching content. According to the teaching objectives and teaching contents, teachers reasonably determine the role of teaching materials, determine the key points and difficulties of teaching contents, and guide students to effectively stimulate students' interest in learning while learning basic knowledge and skills, cultivate independent learning ability, enterprising innovation spirit and ability to solve practical problems, let alone ignore the cultivation of college students' humanistic quality, and actively study ideological courses. Second is implementing effective teaching methods. Teachers should be good at actively guiding students to participate in classroom teaching activities, actively play their due role in the classroom, and let students realize that they are the main body of the classroom. At the same time, teachers should pay attention to cultivating students' innovative spirit, cooperative spirit, and self-consciousness in the teaching process, which can not only cultivate students' ability to adapt to the society but also have the creative ability of independent thinking.

6.2. Building a Diversified Evaluation Subject. The traditional classroom evaluation in colleges and universities is mainly based on student evaluation, supplemented by peer evaluation, teaching supervision, and leading cadre evaluation, but, in practice, it gives great weight to student evaluation and ignores the importance of other evaluations. Therefore, we should build a diversified evaluation subject that encourages teachers to actively participate in evaluation and form a student evaluation and teacher self-evaluation as the main body, supplemented by peer evaluation and leading cadre evaluation.

6.2.1. Mainly Student Evaluation and Teacher Self-Evaluation. We should learn from the advanced experience of classroom teaching quality evaluation, combine the concept of advanced curriculum ideas and developmental teaching evaluation contents, and timely adjust the evaluation methods of teachers, which can help teachers constantly reflect on their teaching activities and teaching behaviors and make a comprehensive and intuitive evaluation of the teaching activities carried out in the classroom from multiple angles, levels, and directions, as well as helping teachers improve the quality of classroom teaching.

At the same time, the evaluation subject can have diversified ways, which also means different evaluation methods. These evaluation methods can improve the process of classroom teaching and carry out comprehensive supervision and management.

6.2.2. Supplemented by Peer Evaluation and Evaluation of Leading Cadres. Classroom activities in colleges and universities are highly professional and different, so the classroom evaluation standards of different disciplines cannot use a unified way to judge the value. Compared with other evaluation subjects, peer evaluation has two advantages. The first advantage is that teachers with the same discipline background are very familiar with the teaching objectives, teaching contents, teaching structure, and teaching process of this discipline, so they can make very professional evaluation. The second advantage is that peers can conduct mutual evaluation after class and put forward problems and solve them, so as to comprehensively improve the quality of classroom teaching. The evaluation of leading cadres is generally divided into two levels: school and branch. More attention should be paid to the evaluation of leading cadres, while branch leaders are more familiar with professional courses, and the classroom teaching evaluation of all teachers in the middle and end of the period is checked, so as to promote the mutual communication of teaching methods among teachers.

6.3. Establish Effective Feedback Mechanism. Whether the results of classroom teaching quality evaluation are reasonable and effective and the use of evaluation results are the key to determine whether the whole evaluation process is effective. Reasonable evaluation can promote the improvement of classroom teaching quality; on the contrary, it is a mere formality. Establishing a perfect and effective feedback mechanism is an important measure to ensure that the evaluation results can be used in time. By establishing diversified and timely feedback forms, the evaluation results can be used more scientifically.

6.3.1. Timely and Diverse forms of Feedback. Improving the feedback mechanism is an effective bridge, which can timely and accurately deliver the evaluation results to teachers, help teachers improve their teaching behavior, and improve teachers' teaching level. However, the current feedback is unified feedback to teachers after counting the evaluation results of students, peers, and leading cadres through the teaching management part, which is not conducive to the timely improvement of teachers' teaching behavior in terms of time. Corresponding feedback forms should be set between the evaluation subjects, and the evaluation information of teaching supervisors and leaders on teachers should be delivered to teachers in time after the class. Teachers know the advantages and disadvantages in the teaching process through scoring results and personal opinions. Students' evaluation opinions should be delivered to teachers in time after collecting and sorting students'

information, The evaluation among peers should be released through the regular exchange seminars organized by the college. The person in charge of the branch specially organizes and requires each teacher to summarize their experience, make effective use of the evaluation results, and timely deliver the evaluation results to teachers after the classroom teaching quality evaluation, so as to effectively improve the efficiency of classroom teaching.

6.3.2. Effective Use of Evaluation Results. How to effectively summarize and apply the evaluation results and take them as an important basis to improve the teaching quality and the management department in charge of teaching in colleges and universities should change the traditional evaluation results, sort out the developmental teaching evaluation concept, and make an in-depth, detailed, and comprehensive analysis of the evaluation results. The Education department of colleges and universities should distribute the evaluation results to each department, timely urge the teaching secretary of the branch department to organize the evaluated teachers to discuss the evaluation results, and help teachers adjust the teaching contents and teaching methods in combination with the contents of the evaluation. At the same time, teachers should take the initiative to combine the new educational ideas and learn relevant professional knowledge, overcome many difficulties, constantly improve the classroom teaching behavior, constantly summarize, absorb, and improve the good evaluation results, pay attention to the poor evaluation results, maintain a good attitude, and make continuous improvement.

6.4. Other Recommendations. Teachers' teaching attitude and teaching content, teaching methods and professional quality, study style, examination style, and teaching guarantee have a common impact on students' knowledge acquisition and skill improvement. Students' own learning attitude is very important, which is basically consistent with the research conclusions of other scholars. Whether and how students learn plays a vital role in students' knowledge acquisition and skill improvement. Teachers' teaching attitude and teaching content cannot directly affect students' knowledge acquisition and skill improvement but can only play a small role in promoting through the school's study style, examination style, and teaching guarantee. Teachers' teaching methods and professional quality have the greatest impact on students' knowledge acquisition and skill improvement. They can not only promote directly but also have an indirect impact through the school's study style, examination style, and teaching guarantee. Therefore, under the background of "curriculum thinking and politics," the evaluation of classroom teaching quality in colleges and universities should go hand in hand with "teaching" and "learning" and "management."

6.4.1. Clarify the Learning Purpose and Correct the Learning Attitude. In the university, especially in the undergraduate stage, the courses learned are to a large extent to lay the

foundation for future study and work. With the rapid development of science and technology and the accelerated replacement of new and old jobs, most people may have to engage in multiple types of work before retirement. Changing jobs is a very common and frequent thing. In the short term, a course seems to be of little help to one's postgraduate entrance examination and employment. It may come in handy when one changes his next job. It is necessary to urge students to take seriously the study of each course in the undergraduate stage with a long-term view, so as to meet the needs in the future.

6.4.2. Strengthen the Reform of Teaching Methods and Improve Teachers' Professional Quality. There is a close relationship between teaching methods and teaching contents. Teaching methods include both general teaching methods suitable for general courses and specific teaching methods according to the characteristics of specific courses. The teaching method to be adopted needs to be determined according to the specific courses and even the teaching objects of different majors. Experienced teachers focus on teaching methods and selected cases when they treat students of different majors in the same course, which puts forward higher requirements for teachers. Teachers' professional quality will also be fully demonstrated in the process of classroom teaching. Teachers with excellent professional quality are more attractive in classroom teaching, can stimulate students' learning potential, and significantly improve learning effect.

6.4.3. Strictly Enforce the Style of Study and Examination and Improve the Guarantee of Teaching. To sum up, if teachers' teaching attitude, teaching content, teaching methods, and professional quality can maximize the promotion of students' knowledge acquisition and skill improvement, the school's study style, examination style, and teaching guarantee play an important media role. Imagine that if the style of study and examination is not strict, students who usually do not study hard may get high scores by cheating, which will directly attack the enthusiasm of students who study hard. Through the construction of strict study style and examination style, maintain a fair examination environment and force students to study hard. Only in this way can teachers' teaching attitude, teaching content, teaching methods, and professional quality play a greater role in promoting students' learning knowledge and improving skills. Through the structural equation model, the author studies the influence of college teachers' teaching and professional quality, school style of study, examination style, and teaching guarantee on students' knowledge acquisition and skill improvement. There are far more factors affecting the effect of classroom teaching in colleges and universities; for example, how the social environment and employers affect the teaching effect needs further research.

7. Conclusion

The evaluation of classroom teaching quality is an important link in the teaching process. It is the key to measure the

quality of the whole teaching and plays a very important role in promoting and improving the teaching quality. The purpose of classroom teaching evaluation is to improve the improvement of classroom education quality and help teachers find the deficiencies in classroom teaching in time, as well as the mode of classroom teaching quality evaluation in colleges and universities. Methods and ideas need to be scientific, reasonable, and perfect in the future research and practice, so as to promote the reform of teaching classroom in colleges and universities. Our method is a general evaluation method, which can be applied to other fields in the future.

Data Availability

The dataset can be obtained from the author upon request.

Conflicts of Interest

The author declares that there are no conflicts of interest.

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