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Behaviour-Based Assessment Reform of the Ideology, Ethics and Rule of Law Course in Higher Education

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Abstract: Behaviour-oriented assessment reform of ideological morality and rule of law courses in colleges and universities is a major initiative of the new round of education reform in China. The purpose of this paper is to explore the core content of this reform, its implementation strategy and its impact on the cultivation of students' ideological morality and rule of law literacy. Through in-depth analyses and studies of the reform practice, it provides useful references and lessons for the reform of ideological morality and rule of law courses in colleges and universities.

Keywords: College ethics; Rule of law curriculum; Behavioural orientation; Assessment reforms

Introduction

With the rapid development and change of society, the ideological ethics and rule of law programmes in colleges and universities are facing new challenges and opportunities. Traditional assessment methods tend to focus on the memorisation of knowledge and test-taking skills, while neglecting the cultivation of students' practical behaviour and legal application skills. Therefore, the proposed reform of behaviour-oriented assessment aims at guiding students to actively participate in the practice of ideological ethics and the rule of law and enhancing their comprehensive quality and sense of social responsibility by changing the assessment methods.

1. The current situation of ethics and rule of law programmes in colleges and universities

1.1 Teaching mode of ethics and rule of law programme in higher education

At present, the teaching method of the ideological ethics and rule of law programme in colleges and universities in China is based on "lectures", supplemented by classroom discussions and case analyses. However, there are some problems with this teaching mode. Firstly, in the traditional classroom, teachers often emphasise on imparting knowledge to students, but neglect their subjective initiative and participation, resulting in students' lack of interest and motivation in the course content. Secondly, although classroom discussions and case analyses can increase students' participation and thinking ability, they often lack systematicity and depth, making it difficult to achieve real teaching effects. According to a survey on the teaching effect of the ideological ethics and rule of law courses in colleges and universities across the country, less than 30 per cent of students believe that the current teaching mode can effectively improve their ideological ethics and rule of law literacy. This data indicates that the current teaching mode is in urgent need of reform. Therefore, a behaviour-oriented assessment reform is proposed to reform the ideological morality and rule of law course from three aspects, namely, teaching content, teaching method and assessment method, in order to improve the quality of teaching.

1.2 Problems with the ethics and rule of law programme in higher education

Currently, the ideological morality and the rule of law course in China's colleges and universities has emerged some problems that can not be ignored. At present, the teaching mode of the ideological morality and rule of law course in some colleges and universities in China still has the phenomenon of single teaching content, backward teaching methods and unsatisfactory assessment methods. This has caused many students to lack a strong enthusiasm for the course, making their learning in the classroom inefficient, and some even produce an aversion and resistance to the psychological.

The ideological ethics and the rule of law programmes in some colleges and universities pay too much attention to the transmission of theoretical knowledge and lack practicality and application. This kind of teaching method is difficult to arouse students' interest and is not conducive to their practical understanding and application of what they have learnt. At the same time, the teaching content of the ideological ethics and the rule of law programme is too abstract and boring, and lacks cases and situations of practical application. In addition, the outdated teaching methods are also one of the problems in the ideological ethics and rule of law courses in colleges and universities. Many teachers are still using the traditional mode of "lecture + board", lacking communication and innovation. This is not only difficult to arouse students'

interest, but also fails to meet the needs of modern education. The results show that different teaching methods, such as group discussion, case study, role play, etc., can effectively promote students' learning. Finally, unreasonable assessment methods are also one of the problems in the ideological ethics and rule of law courses in colleges and universities. Some colleges and universities overemphasise rote learning and neglect to cultivate students' practical ability. This can neither truly reflect the understanding of knowledge, nor is it conducive to improving students' sense of practice and innovation. For this reason, colleges and universities should adopt various forms of assessment methods, such as open examinations, closed-book examinations, classroom performances and group discussions, to make a comprehensive evaluation of students' knowledge level and application skills.

2. Concepts and characteristics of behaviour-based appraisal

Behaviour-oriented assessment, as the name suggests, is a kind of assessment that focuses on behavioural performance, which emphasises on evaluating students' performance in specific behaviours such as practical operation, problem solving and teamwork, rather than relying solely on traditional written or theoretical tests, and is characterised by its comprehensiveness and dynamism, which can reflect students' abilities and potentials in a more realistic manner.

In behaviour-oriented assessment, data play a crucial role. For example, when assessing students' teamwork ability, specific data can be analysed by observing students' actual contribution to group projects, communication and collaboration ability, and problem-solving efficiency, which not only provide an objective basis for evaluation, but also help students to self-reflect and improve. In addition, behaviour-based assessment also focuses on the use of case studies. By analysing real or simulated cases, learners need to demonstrate their analytical, judgmental and decision-making abilities in practice, which not only helps to cultivate learners' practical ability, but also enables them to better understand and apply what they have learned. Analytical models are also one of the commonly used tools in behaviour-based assessment. For example, the SWOT analysis model can help learners to comprehensively assess their strengths, weaknesses, opportunities and threats in a particular project or task, so as to develop a more effective action plan. This analytical model not only helps to develop learners' strategic thinking, but also improves their self-awareness and self-management skills. In conclusion, behaviour-based assessment is a comprehensive, dynamic and practice-oriented assessment that can reflect learners' abilities and potentials more realistically through the use of tools such as data, case studies and models. At the same time, this kind of assessment is also in line with the modern education concept, which helps to cultivate learners' practical ability and innovative spirit.

3. Specific measures to reform behaviour-based assessment

3.1 Optimisation and updating of teaching content

In the reform of behaviour-oriented assessment, the most important step is to optimize and update the teaching content. For the ideological ethics and rule of law courses in colleges and universities, the optimisation of teaching content should focus on the following aspects. Firstly, it is necessary to closely tie in with the background of the times and social development, and integrate the latest concepts of the rule of law and morality into teaching to ensure that the teaching content is forward-looking and practical. For example, typical cases of the construction of the rule of law at home and abroad in recent years can be introduced to analyse the legal spirit and moral requirements therein and help students better understand the embodiment of the rule of law and morality in real life. Secondly, there is a need to set up a stratified and targeted curriculum. Differentiated teaching plans are formulated for students of different grades and different majors to ensure that the teaching content matches the actual needs of students. At the same time, through the introduction of diversified teaching methods and means, through case study, role play, group discussion and other ways to mobilise students' interest and enthusiasm, so as to achieve better teaching purposes. Thirdly, the optimisation of teaching content also needs to pay attention to the systematic and coherent nature of knowledge. When reforming the teaching content, attention should be paid to its internal logical relationship to ensure the smooth transition of new and old knowledge. At the same time, it is also necessary to pay close attention to the development trend of the subject area, bring the latest research results and theoretical ideas to the classroom, and maintain the timeliness and innovativeness of the teaching content. In practice, the optimisation and updating of teaching content can be promoted through regular teaching seminars, teacher training and academic exchanges. At the same time, a sound mechanism for monitoring and evaluating the quality of teaching should be established to regularly check and evaluate the effectiveness of the implementation of teaching content, so that problems can be identified and adjustments and improvements can be made in a timely manner. Through the implementation of these measures, we can ensure that the optimisation and updating of teaching content is put into practice, and provide a strong guarantee for the smooth promotion of the behaviour-oriented assessment reform.

3.2 Innovation and diversification of teaching methods

In the ideological morality and rule of law programme in colleges and universities, we should pay attention to the innovation and diversification of teaching methods. The traditional classroom teaching method can no longer meet the requirements of today's society for talents, and it is necessary to adopt diversified teaching methods. For example, we can refer to the "flipped classroom", allowing students to study on

their own through video or online resources before class, and then carry out in-depth seminars and practical assignments before class. This can not only increase students' initiative in the classroom, but also develop their independent thinking and critical thinking skills. In addition, the case study method is also a teaching method worth promoting. By introducing real social events or legal cases and allowing students to analyse the moral and rule of law issues therein, this can not only enhance the practicality of teaching, but also train students' ability of comprehensive analysis and problem solving. According to relevant studies, student satisfaction and grades are generally higher in courses that adopt the case study method. At the same time, we can also draw on the concept of "cooperative learning" to encourage students to work together in groups to complete learning tasks. This approach can not only cultivate students' teamwork spirit, but also allow students to learn and inspire each other in the interaction. Finally, modern technologies such as virtual reality and augmented reality can be used to create a more vivid and visual learning environment for students. These technologies allow students to experience moral and rule of law issues in an immersive way, thus enhancing their emotional experience and cognitive depth. For example, the use of VR technology to model the courtroom scene and allow students to play the roles of judges and lawyers in the courtroom, participating in the trial and defending the case, can both motivate students to learn and develop their practical and creative abilities.

3.3 Changes and improvements in assessment methods

Changes and improvements in assessment methods are an important part of the ideological, moral and rule of law programmes in colleges and universities. Traditional assessment methods tend to focus on the memorisation of knowledge and test-taking skills, neglecting the assessment of students' actual behaviour and abilities. Therefore, there is a need to shift the assessment method from a single written test to a diversified evaluation model, with course content including classroom performance, group discussion, case study, social practice and so on.

Taking classroom performance as an example, teachers can assess the learning effectiveness of students by observing their active participation in class, the quality of their questions, and the accuracy of their answers. This can reflect the actual situation of the students and at the same time mobilise their enthusiasm and interest in learning. Through group discussion, students can improve their co-operation and communication skills. The teacher can conduct group discussions according to the content of this course and observe their performance in the discussions. In this way, the teacher can assess students' communication skills, critical thinking and answers to questions. Case study, on the other hand, is a way of assessment that combines theoretical knowledge with practical application. Teachers can select some real cases for students to analyse and propose solutions. In this way, students can be examined on the comprehensive application of the theoretical knowledge they have learnt, and their creativity and practical ability can also be improved. In addition, social practice is also an important way of assessment. By taking part in social practice, students are able to apply the theories they have learnt to their lives and improve their abilities. By assessing students' social practice activities, it gives them a strong objective and practical value.

Changes and improvements in assessment methods are an important part of the behaviour-oriented assessment reform of the ethics and rule of law course in colleges and universities. The adoption of diversified assessment methods can not only make a comprehensive assessment of students' learning, but also enable them to get better development. Therefore, we should continue to explore and improve the assessment methods to contribute to the cultivation of talents with high ideological and moral and rule of law literacy.

4. Conclusion

In summary, the reform of the behaviour-oriented assessment of the ideological ethics and rule of law course in colleges and universities is an important and far-reaching educational reform, which is not only related to the growth and development of individual students, but also to the shaping of the moral style of the whole society and the inheritance of the spirit of the rule of law. In the exploration and practice of this reform, it is necessary to always adhere to the student-centred, behaviour-oriented core, and strive to build a more scientific, fair and effective assessment and evaluation system.

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