

Literature Review on Moral Education Evaluation Reform in Higher Education Institutions—Literature Analysis Based on CNKI

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Abstract: Moral evaluation is an important part of students' educational evaluation, an important element of moral education, as well as a necessary guarantee for achieving moral education in colleges and universities. Through literature research, this paper analyses the aspects of moral education evaluation reform in universities have been studied by scholars. Specifically, three aspects are analyzed: "the necessity of moral education evaluation reform", "the limitations of current moral education evaluation in colleges and universities" and "the exploration of future moral education evaluation reform". And then this paper will explore new directions of moral evaluation reform.

Keywords: Universities, Moral education evaluation, Reform, Review

Educational assessment plays a baton role in all aspects of education and teaching. Among them, moral education runs through all aspects of the practice of moral, intellectual, physical, aesthetic and labour education, leading the whole school education and playing a guiding, motivating and guaranteeing role in the healthy growth of students and school work. The moral education evaluation system, as a subject closely related to the times, is also constantly developing and reforming.

A total of 1,753 articles were searched on the CNKI by using the keyword "moral education evaluation", and 57 articles were obtained by searching the keyword "moral education evaluation + reformation", including 16 theoretical articles on the reform of moral education evaluation in universities. Through the study of publication time of the articles, we find that since the Central Committee of CPC and the State Council issued the General Plan for Deepening Education Reform in a New Era in October 2020, a total of 161 articles on "moral education evaluation" had been published on the CNKI, which is an upward trend compared with the average situation in previous years. Through the study of the above literature, we found that the main research aspects mainly include the necessity of moral education evaluation reform, the limitations of moral education evaluation in today's universities, and the practical exploration of moral education evaluation reform etc.

1. The Necessity of Moral Education Evaluation in Universities

Most of the research literature describes the necessity of moral education or moral evaluation for the whole education system. The following is a brief summary of the literature consulted.

1.1 Moral Evaluation for the Times

Moral evaluation refers to the process of evaluating the subject under certain theories and standards, which can use the right methods and techniques to collect information systematically as needed. It is the process of making value judgement on the effectiveness of moral education activities on the basis of facts.^[1] Under the situation of world globalization, people's state of mind has also changed accordingly. The collision of Western thinking and the alternation of old and new ideas has impacted on the traditional concept of moral education in China. Especially nowadays, the objects of moral education evaluation have changed, many ideas of the post-1995 and post-2000 generations have been permeated by different values. As an important part of the moral education work in universities, moral education evaluation also provides a guarantee for the realization of scientific management of moral education in schools. Therefore, it is of great significance to carry out good moral evaluation work in universities, to export excellent talents in response to the needs of the times, to improve the cause of higher education and to promote the orderly development of universities.

1.2 The Importance of Moral Education Evaluation

Firstly, the moral education evaluation system of universities is an effective guarantee to deliver high quality talents to the society, which stimulates the need for all-round development of students and aims to cultivate talents that meet the requirements of social development and market development. Secondly, the evaluation system of moral education in universities requires students to evaluate their ideological and moral character, and its role should be traced back to the root of the formation and development of individual ideological and moral qualities, which is based on the requirements of students at the level of individuals and society, that is, the “internalization” and “externalization” in the process of moral education. Internalization and externalization in the process of moral education are interdependent. Internalization means that under the influence of internal psychological elements such as knowledge, emotion, intention, belief and action, students identify with the basic external moral requirements of society and are transformed into their internal basic moral consciousness; the process of externalization means that students are guided by the internalized moral consciousness to externalize their behavioral performance in daily life.^[2] The process of mutual influence between internalization and externalization makes students’ ideology and morality change from quantitative to qualitative one, thus making the process of formation and development of university students’ ideological and moral qualities go smoothly.^[3]

2. The Limitation of Moral Education Evaluation Reform

The limitations of the current moral education evaluation proposed in the research literature mainly include: evaluation content, evaluation form and final effect.

2.1 Moral Education Evaluation Deviates from the Moral Education Content

For a long time, the moral education evaluation content has been stuck in evaluating students’ ideological, political and moral qualities, especially the evaluation of political qualities. Nowadays, the moral education evaluation content in universities has tended to be uniform, which has conflicted with the changing needs of students in universities. Nowadays, the moral evaluation in universities is mainly targeted at the post-1995 and post-2000 generation. Under the influence of the ever-changing society and the popularity of the Internet, various values have penetrated into these young generations in many forms, while the current moral education evaluation content has not kept pace with the rapid development of moral education in the new era, and thus cannot achieve the goal of cultivating well-rounded and high-quality professionals in higher education.

One researcher suggests that “in universities, the dominance of classroom moral education has significantly faded, the values of post-90s students are wavering from side to side amidst the onslaught of various ideas, and their moral judgments have lost constant standards.”^[4] In this era of alternation between the old and the new, the criteria for evaluating the value of moral education in China should change with the transformation in the object of evaluation, but a clear and uniform criterion for judging moral values may not be able to keep up with the ever-changing transformation in moral education content.

2.2 Limitations in Moral Evaluation Methods

First of all, at present, many universities adopt nodal evaluation in evaluating students’ moral education, lacking process evaluation that can reflect students’ daily political thought, moral cognitive development and moral behavior, thus limitations of unclear evaluation process and generalized evaluation results exists in today’s evaluation system.

Secondly, the current construction of moral education evaluation system in universities lacks corresponding scientific understanding, which is constructed with greater arbitrariness, sometimes resulting in inconsistency between “implicit” and “explicit”, and thus causing biased evaluation results.

Thirdly, there are limitations in the organization of moral evaluation. At present, the moral evaluation of students in colleges and universities is generally carried out by counsellor or class teacher in collaboration with class moral evaluation teams, but ordinary students are basically unable to participate directly in moral evaluation, so the evaluation process lacks interactive communication with students.

2.3 Unsatisfactory Effectiveness in Moral Evaluation

Moral assessment is the baton of educational evaluation, which should play a positive role in guiding students' behavioral norms and the development of their comprehensive qualities.

However, the unscientific and imperfect way of moral evaluation has led to the orientation of moral evaluation becoming utilitarian and superficial. Moral evaluation is often linked to the comprehensive assessment of students, generally quantified through their political quality, school rules and discipline, club activities and awards, which are all connected with merit and recommendations. Because of the above problems in the field of moral evaluation in universities, students are less satisfied with the practice of moral evaluation in universities. Some students do not agree with the results of moral evaluation, and moral evaluation has become a profit-oriented behaviour of students, which eventually deviates from the original goal of moral evaluation of "moral education". As a result, "other discipline" cannot be effectively transformed into "self-discipline", and moral evaluation loses its proper motivational meaning, or even plays a negative role.

3. Exploration of Moral Evaluation Reform

Research has found that reform approaches regarding moral assessment have focused on communication, content and process etc. Below the author lists a few typical reform options. In Gao Hong and Wu Hanbin's *The Exploration on Quaternity idea of Moral Evaluation in the Universities by Focusing "Target, Process, Interaction, and Identity"*, they propose the problems of "unclear target level, lacking of process evaluation, poor interaction and low efficiency of moral evaluation" in the current moral education evaluation. In the terms of target, to set up the moral education evaluation concept of "winning at the end"; in terms of process, to highlight the process moral education evaluation standard of "documentary, developmental and living"; in terms of interaction, to establish the moral education evaluation contract of "multiple subjects and interaction and communication"; and in terms of identification, to identify the starting point of moral education practice and the landing point of moral education evaluation in universities. This 'four-in-one' university evaluation model is a new type of evaluation model that incorporates advanced educational evaluation concepts such as 'lifelong learning, winning at the end, process-based evaluation, active listening and emphasis on interaction'.

In Li Dajian's "Humanization, Dynamization, Diversification - Research on the Reform of Moral Education Evaluation System in Colleges and Universities", a breakthrough is proposed in three aspects of evaluation concept, process and content, so as to build a moral education evaluation system with humanized evaluation concept, dynamic evaluation process and diversified evaluation content.

In the *Implementing Non-academic Factor Evaluation to Promote the Reform of Moral Education Evaluation of University Students* written by Xu Junwei et al., "four changes" are proposed to explore the reform of moral education evaluation: The moral education evaluation should change from the diagnostic function of evaluation to the incentive function of evaluation; moral education evaluation should change from a single outcome evaluation to a variety of outcome evaluations; moral education evaluation should change from an external form based on "other evaluations" to an internal form based on "self-evaluation"; moral education evaluation should change from a quantitative evaluation to a documented standard grade evaluation.

In addition, some scholars have studied the reform of the evaluation system from a certain aspect. For example, Guo Bing's moral evaluation based on educational dialogue gives a new direction for reform. The article holds that dialogue moral education evaluation is a natural outcome of the generation of a dialogue moral education paradigm in a pluralistic society and the application of fourth-generation evaluation theory in the field of education. The realization of dialogue moral education evaluation requires us to fundamentally change our views on evaluation, construct a teacher-student relationship based on inclusive dialogue, adopt an interactive and dialogue approach to evaluate, and distinguish between three types of dialogue moral education evaluation of different nature.

4. The Implications of the Fourth Generation of Educational Evaluation Theory for Moral Education Evaluation Systems

Based on a study of fourth-generation educational evaluation, many implications for moral evaluation reform can be found that fit together.

The fourth generation of evaluation is the psychological construction period, which emerged in the 1980s and is represented by Lincoln and Guba. This type of evaluation considers the essence of evaluation as a “psychological construct” that is “negotiated”.^[5]

The fourth generation of evaluation believes that evaluation should adhere to the concept of pluralism and reject the tendency of management. This value diversity considers that the differences between the various value criteria should be fully heard and the distance between the different opinions should be reduced in the evaluation, leading to an recognized consensus. Pluralism is also reflected in the reform of moral education evaluation, with many scholars advocating the need to enrich the content of moral education evaluation and make it more diverse.^[6]

The fourth generation of evaluation emphasizes the importance of using qualitative research methods in a natural environment, where consensus can be reached through various forms of dialogue, rather than managers controlling evaluation. In the reform of the moral education evaluation system, some researchers have also suggested the need to strengthen the “humanization” and to build a humanized system of evaluation concept.

The fourth generation of evaluation also highlights the participation of students as evaluators in the evaluation process, making students the main subjects of evaluation. In the reform of moral education evaluation, there are also articles calling for turning “other evaluation” to “self-evaluation”, so that moral education evaluation can change from focusing on the diagnostic function of evaluation to the motivational function of evaluation.^[7]

5. Summary and Prospects

Through literature research, we find that the current research has a more systematic summary of the limitations of moral education evaluation and the necessity of moral education evaluation, but in the exploration of moral evaluation reform with the changing times and the macro reform requirements of the Party and the state, there has been new researches combined with different practical situations.

Firstly, in the content of moral education evaluation: analyse the evaluation objects, fully grasp the current value characteristics of university students, and formulate evaluation contents that meet the students' situation, so that the standards of moral education evaluation can change with the changes of the times; moral education evaluation should combine the specific situation of each university to make the evaluation contents more specific.

Secondly, in the way of moral education evaluation, to adopt the process evaluation of students' daily political thought, moral cognitive development and moral behavior cultivation. In the construction of the evaluation system, the specific and rich system of evaluation content should be combined with the actual situation of students and universities. In the organization of moral education evaluation, we should strengthen the interaction and communication with students to make the whole process of moral education evaluation “alive”.^[8]

Thirdly, in the aspect of moral education evaluation effect: on the basis of paying attention to and addressing the limitations of evaluation, we should focus on the guiding role of moral education evaluation, and always bear in mind the goal of moral education evaluation to “foster virtue through education”. We should enrich the content and evaluation methods, and increase students' interest and satisfaction in moral education evaluation. We should turn “other evaluation” into “self-evaluation”, and stimulate the original motivating effect of moral education evaluation.

The moral education evaluation system itself is a topic keeping pace with the times. I believe that there will be more research on moral education evaluation issues that evolve with the times, which will continue to enrich and improve the whole moral education system in the future.^[9]

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