

Research and Practical Path of Quality Supervision Mechanism for Ideological and Political Construction of College Courses

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Abstract: This paper examines the quality supervision mechanism for ideological and political courses in colleges and universities, exploring its critical role in fulfilling the fundamental task of cultivating morality and enhancing the quality of talent cultivation. It argues that effective supervision requires a sound institutional framework, a professional team, and scientific procedures. Furthermore, the paper emphasizes that supervision agencies must maintain independence, strengthen organizational leadership, and optimize the supervision system by integrating innovation with established practices. Specific measures to refine supervision procedures are also proposed. Through systematic supervision practices, the study provides both theoretical underpinnings and practical pathways for the high-quality development of ideological and political courses in higher education institutions.

Keywords: Quality supervision, ideological and political construction, interdisciplinary integration.

1. Introduction

Quality supervision of curriculum ideological and political development constitutes a vital component of the higher education teaching quality assurance system. It plays a crucial role in enhancing the understanding of curriculum ideological and political development, strengthening teachers' capacity in this area, and improving the effectiveness of ideological and political education.

As a key initiative in higher education teaching reform for the new era, enhancing the quality of curriculum ideological and political education is crucial for effectively implementing the fundamental task of fostering virtue and steadily improving talent cultivation outcomes [1]. Consequently, establishing robust mechanisms for monitoring and supervising the implementation process of curriculum ideological and political education is essential. This ensures the sustained effectiveness of educational activities, enhances students' competence and overall quality, and represents a focal point in contemporary higher education reform. It also serves as a vital means to guarantee the quality enhancement of ideological and political education within universities[2].

Supervision of curriculum ideological and political education involves monitoring and evaluating its implementation within teaching practices. Effective supervision requires:

(1) A Sound Regulatory Framework: To ensure the legitimacy of quality inspection and supervision mechanisms, based on relevant policies and institutional requirements for higher education supervision, while incorporating the specific needs of curriculum ideological and political development. This enhances the framework's relevance and effectiveness.

(2) Professional Supervision Teams: Supervisors must actively evaluate key aspects, including teachers' ideological and political competence, the development of relevant resource bases, and the educational outcomes achieved. Utilizing supervision findings to provide timely feedback is critical for improving curriculum development quality [4].

(3) Scientific and Reasonable Procedures: Establishing

clear procedures enables the smooth execution of supervision throughout the teaching cycle (preparation, implementation, and post-assessment). This allows for monitoring the quality of curriculum development, guiding its future direction, and advancing its overall progress.

2. The Construction and Improvement of The Curriculum Ideological and Political Supervision System

The supervision agency, acting as an educational administrative body, oversees, inspects, and guides the educational work of subordinate governments and educational departments in accordance with national education principles, policies, and regulations, employing scientific methods. It serves a critical supervisory and guiding role in establishing quality supervision norms for ideological and political courses in higher education.

Research on such supervision indicates that deficiencies—specifically, the lack of agency independence, weak organizational leadership, and uneven regional oversight—impede the formation of effective supervision norms. Consequently, innovating and enhancing the supervision agency to fully leverage its oversight and guidance functions is a current priority in higher education teaching supervision. This is vital for driving the continuous improvement of ideological and political course quality. Key focus areas include:

(1) Maintaining Relative Agency Independence: University-level ideological and political course supervision agencies must possess relative independence. This means their supervisory functions operate under the guidance of higher-level agencies while retaining independent authority. Such autonomy allows them to better align supervision with the specific nature, institutional mission, and disciplinary characteristics of their universities, thereby effectively fulfilling their mandate and promoting teaching quality enhancement.

(2) Strengthening Organizational Leadership: Robust

organizational leadership is essential to develop supervision institutions that are well-connected, appropriately structured, professional, and efficient.

Top-Level Design: The Ministry of Education should establish a national collaborative group for ideological and political course development. This group would oversee course quality and guide systematic, discipline-oriented course construction.

Implementation: Universities should form expert advisory committees comprising senior scholars (e.g., academicians, professors), outstanding teachers, and other high-level talents. These committees would support course quality supervision tasks, leverage the supervisory capacity of local institutions, and further advance course quality improvement.

(3) Balancing Innovation with Proven Practices: Adherence to the unity of innovation and the inheritance of effective practices is crucial.

Innovation: Encourage diverse universities to pioneer new models of supervision institutions, establishing "exemplary models" for quality supervision.

Inheritance & Dissemination: Leverage these exemplary models to summarize and disseminate successful experiences in improving supervision. This provides valuable reference points for other institutions, thereby enhancing the overall framework for supervising ideological and political course quality development

3. Update and Practice of Supervision Concepts

As the guiding principle for assessing the quality of ideological and political construction in college courses, the supervision concept provides vital impetus for their development. The classroom serves as the primary channel for this construction and a key arena for applying the supervision concept. Both students and teachers, as the core agents of course implementation, play decisive roles in its quality. Therefore, updating the supervision concept must embody a "people-oriented" approach, integrating a "teacher-and student-centered" focus throughout the entire quality supervision process.

First, the "teacher-centered" supervision concept requires continuous refinement. As the primary implementers of course ideology and politics, teachers' competence and attitude directly impact construction quality. Supervision work should therefore assess and guide frontline teachers based on their ability to integrate ideological-political resources and their teaching effectiveness. It should address their teaching challenges, encourage timely self-adjustment against supervision standards, promote professional development, and ultimately enhance course quality.

Second, the "student-centered" supervision concept must be continually updated. As the beneficiaries of course ideological-political construction, students' learning engagement, comprehensive outcomes, and extracurricular practice are crucial indicators of its quality. Supervision should therefore evaluate students' understanding and application of course ideological-political elements, incorporating the cultivation of disciplinary core competencies as a key component of learning outcomes within the quality supervision framework. Analyzing supervision results and student feedback promotes continuous improvement of the teaching system. This effectively

enhances ideological-political education, drives the deep implementation of the fundamental task of "Fostering Virtue and Cultivating Talents" (Lide Shuren) in teaching practice, and thereby continuously advances the quality of ideological-political construction in college courses

4. Supervisory Team Building and Interdisciplinary Integration

The Outline designates "the effect of talent training as the primary criterion for evaluating the construction of ideological-political courses." It further mandates establishing a comprehensive mechanism for supervision, inspection, and evaluation of their effectiveness. This necessitates optimizing university supervision teams and actively including teachers or staff specializing in ideological-political education in the supervision of physical education programs.

First, universities must cultivate faculty awareness of "curriculum-based ideological-political education" and enhance its implementation quality. Teachers should continually update their professional knowledge while deepening their exploration of ideological-political elements within courses to ensure contemporary relevance. Institutions should also organize and mobilize more ideological-political researchers to join dedicated teams, forming systematic research groups and supervision units to conduct scientific research and practice in this field. At the strategic level, the Ministry of Education will collaborate with university leadership to establish an Ideological-Political Teaching Research Center or Expert Team. This body will lead course groups in collaboratively planning and advancing course construction, thereby coordinating and promoting development.

Second, strengthening interdisciplinary knowledge integration is essential. This involves tracking and mastering the latest innovations in theoretical knowledge, designing clear course syllabi, establishing precise teaching evaluation indicators, and integrating specialized ideological-political course supervision with routine oversight. Together, these measures ensure comprehensive quality supervision throughout all aspects of physical education course construction.

5. Improvement of Supervision Procedures and Feedback Mechanism

The inspection and supervision of ideological and political courses involves specialized teams overseeing teaching practices. This process focuses on evaluating key pedagogical dimensions such as instructors' ability to effectively integrate ideological and political elements into instruction and the quality of related situational constructs. Its primary objective is to support teachers in refining pedagogical approaches, thereby enhancing both teaching competence and professional development.

Optimizing supervision procedures is essential for ensuring effective implementation of ideological and political oversight and elevating the quality of curriculum development within higher education. To achieve this, the following enhancements to supervision procedures are critical:

(1) Member Selection Phase: Prioritize the assessment of

ideological and political awareness among potential supervision team members. Selected supervisors must fully comprehend the distinctive nature of this oversight and emphasize the strategic identification, development, and pedagogical integration of relevant elements. Their acuity in recognizing these elements is fundamental for generating meaningful teaching feedback and ensuring robust course development.

(2) Implementation Phase: Focus on generating actionable supervision outcomes. Shift the supervisory dynamic from an authoritative stance ("supervision as leadership") towards a collaborative, guidance-oriented approach. Emphasizing mentorship over mere oversight is vital for achieving substantive curriculum development goals.

(3) Feedback & Support Phase: Establish a robust support mechanism centered on "concept-driven guidance with teaching-evaluation synergy." Recognizing teachers as the primary drivers of curriculum development, utilize supervision feedback to implement this model. This framework directly addresses persistent challenges such as superficial or fragmented integration of ideological-political elements. It serves to enhance instructors' capacity for developing and applying these resources effectively, thereby providing sustained impetus for the advancement of ideological and political courses

6. Conclusion and Outlook

The future development direction of the curriculum ideological and political supervision mechanism should focus on the fundamental task of "establishing morality and cultivating people", combine the trends of education digitalization and high-quality development, and innovate from the dimensions of systematicity, scientificity, and effectiveness. In addition, the curriculum ideological and

political supervision mechanism should have both "rigid constraints" and "flexible guidance", and the ultimate goal is to achieve the transformation from "form supervision" to "efficiency supervision" and from "external drive" to "endogenous consciousness".

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