



The Copernicus Style Revolution on the Evaluation System of Professional Title of Teachers in Ideological and Political Theory Courses in Local Ordinary Universities

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To cite this article:

Guo Qianshen. The Copernicus Style Revolution on the Evaluation System of Professional Title of Teachers in Ideological and Political Theory Courses in Local Ordinary Universities. *Science Research*. Vol. 7, No. 6, 2018, pp. 279-284. doi: 10.11648/j.ss.20180706.16

Received: October 20, 2018; **Accepted:** November 26, 2018; **Published:** December 11, 2018

Abstract: Ideological work in colleges and universities is an extremely important work. Ideological and political theory course is the main channel of ideological work in colleges and universities. The effectiveness of Ideological and political theory course depends on the teaching level of teachers. However, the current evaluation system of professional title is the shackle of improving the teaching level of ideological and political theory teachers in local ordinary universities, which is mainly reflected in the following two aspects. One is focusing on scientific research rather than teaching; The other is ignoring the particularity of ideological and political theory course teachers in local ordinary universities. The current evaluation system of professional title adhered to the "geocentric theory" mode: high level of scientific research is equivalent to high level of teaching. This is not suitable for teachers of ideological and political theory courses in local ordinary universities who require a wide range of knowledge, update knowledge quickly and have a low level of scientific research. Therefore, the reform on the evaluation system of professional title should follow "heliocentric theory" mode: the teacher's high level of knowledge equals high level of teaching. The teacher's teaching level depends on the teacher's knowledge level. Teachers' knowledge level can be tested by examinations. Copernicus style Revolution is a metaphor for replacing the evaluation system of professional title with examinations. It is necessary to scientifically design the reliability and validity of the test of ideological and political theory course and the operability of the test scheme to replace the current evaluation professional system of title by examinations. Copernican style Revolution can provide important references for the assessment and evaluation of other professional teachers, professionals and civil servants, as well as teachers of ideological and political theory course in local ordinary universities.

Keywords: Copernicus Style Revolution, Ideological and Political Theory Course, Evaluation System of Professional Title, Examination

1. Introduction

Ideological work in colleges and universities is an extremely important work. "It is a fundamental issue concerning what kind of people colleges and universities train, how to train people and for whom to train people [1]". Ideological and political theory course is the main channel of ideological work in colleges and universities. The effectiveness of ideological and political theory course depends on teachers' teaching level. Therefore, the teaching level of ideological and political theory course teachers is the

key factor affecting the ideological work in colleges and universities. As can be seen from Table 1, the evaluation system of professional title which does not attach importance to teaching makes most of the teachers of Ideological and political theory feel distressed.

However, the current evaluation system of professional title is a shackle to improve the teaching level of ideological and political theory teachers in local ordinary universities.

Table 1. What is the biggest trouble for teachers of Ideological and political theory in teaching?

options	Statistics	Proportion
Teaching task is too heavy	96	23.02%
evaluating professional titles without paying attention to teaching	267	64.03%
other	54	12.95%
effective numbers fill in the question	417	

2. The Shackle of the Current Evaluation System of Professional Title

The shackle of the current evaluation system of professional title is mainly reflected in the following two aspects: One is focusing on scientific research rather than teaching; The other is ignoring the particularity of ideological and political theory course teachers in local ordinary universities.

2.1. Focus on Scientific Research Rather Than Teaching

Table 2. What are the most important factors in the evaluation of professional titles?

options	Statistics	Proportion
teaching	20	4.80%
scientific research	341	81.77%
teaching research	46	11.03%
social service	10	2.40%
effective numbers fill in the question	417	

"The current evaluation system of professional title, which focuses on scientific research rather than teaching [2]", makes teachers have to devote a lot of time and energy to scientific research but perfunctory teaching. The current evaluation system of professional title should be responsible for this dilemma. Although the current evaluation system of professional title claims to attach equal importance to teaching and scientific research, in practice, teaching is a soft task and scientific research is a hard indicator. The evaluation of teaching level is difficult to quantify, while the evaluation of scientific research level is easy to identify. The quality of the paper is reflected in the level of the journal. Therefore, in the assessment of professional title, only quantitative provisions are made for teaching, and qualitative requirements are made for scientific research. For example, the requirement for a lecturer to be promoted to associate professor is to publish a paper on CSSCI, which is an "unspoken rule" in the assessment of professional title in many universities. Universities require teachers to publish in core journals because they rank only on the level of scientific research, not on the level of teaching. The level of scientific research is linked to the professional title, which is directly linked to the income of teachers. The interests of teachers are tied to scientific research. "Everything that men strive for has to do with their interests [3]", Marx writes. Deng Xiaoping points out: "without paying attention to more work and more gain, without paying attention to material interests, a few advanced people can work for some time not for a long time, but the masses can not work [4]". Although teachers are not

"economic persons", they also have legitimate interest demands. The current evaluation system of professional title drives teachers to focus on scientific research but perfunctory teaching. As can be seen from Table 2, In the current assessment of professional titles, teachers believe that scientific research is much more important than teaching.

2.2. Ignoring the Particularity of Ideological and Political Theory Course Teachers in Local Ordinary Universities

First, the current evaluation system of professional title ignores the different responsibilities of "national team" and "local army" in universities and implements "one size fits all". The "national team" in universities is responsible for scientific research, teaching and social service. "The national team" is a new force in scientific research and a major force in building an innovative country. Without the scientific research in these universities, the level of science and technology in China will be greatly reduced. The current evaluation system of professional title is applied to "national team" that require these teachers to pay attention to scientific research, which is very reasonable. The responsibility of local ordinary universities is to train highly skilled applied talents. If we want to cultivate applied talents, we must put teaching first. Therefore, the current evaluation system of professional title is contrary to the responsibilities of local ordinary universities. The scientific research level of teachers in local ordinary universities is generally lower than that of the "national team". Most of the teachers of ideological and political theory courses in local ordinary universities have a master's degree, and their research level is generally not high, and their research ability is generally weak. It is self-evident that some university teachers are suitable for scientific research while others are more suitable for teaching. Newman, a famous British educationist, believes that not everyone can be good at both research and teaching. The reason is that "discovery and teaching are two very different functions, very different talents, and it is rare for the same person to have both [5]". As can be seen from Table 3, 88.96% believe that teachers differ in teaching and scientific research

Table 3. Identification of teachers' differences in teaching and research.

options	Statistics	Proportion
totally agree	129	30.93%
more agree	242	58.03%
less agree	38	9.11%
totally disagree	8	1.93%
effective numbers fill in the question	417	

The requirement that every teacher in local ordinary universities should be equal in scientific research is neither in line with reality nor objective laws, severely dampening the enthusiasm of most teachers. In particular, "it has seriously affected the enthusiasm of teachers who are committed to teaching [6]". Therefore, "by adjusting the baton of Title Evaluation and appointment, we can meet the diversified needs of the development of university teachers and meet the

actual needs of the current reform and development of higher education [7].

Second, the design of the current evaluation system of professional title only considers the generality of professional course teaching, but does not consider the particularity of ideological and political theory course teaching. The original intention of the current evaluation system of professional title is to promote teaching by scientific research. This may have such a design effect for the teaching of most professional courses, but it is not suitable for the teaching of ideological and political theory courses. The particularity of ideological and political theory course lies in the interdisciplinary and extensive knowledge, including Marxist theory, philosophy, law, sociology, economics, history, education and so on. A single ideological and political theory teacher cannot study so many fields of knowledge, but only one very small field. Even if we achieve outstanding achievements in this field, we are only a drop in the ocean of knowledge required in the ideological and political theory course teaching. So - called scientific research to promote teaching, can only be reduced to fantasy.

Third, teachers of ideological and political theory in local ordinary universities need to keep learning. To begin with, the textbook of ideological and political theory course is constantly changing. Between 2008 and 2018, five editions of the textbook were revised, namely 2008, 2010, 2013, 2015 and 2018. This explains ideological and political theory course teacher needs to learn new material ceaselessly. Next, the ideological and political theory teacher needs to study meeting and documents of the Party Central Committee of the Communist of China unceasingly, so as to maintain a high degree of political consistency with the Party Central Committee. Ideological and political theory teachers need to bring the latest spirit of the Party Central Committee into the minds of college students in time. At last, the professional background of ideological and political theory teachers in local ordinary universities is not enough to support their teaching responsibilities. For many years, there has been no major of Marxist theory in the undergraduate stage of universities. Even in the master's stage is the ideological and political education and related professional, their knowledge of Marxist theory is not solid enough. What's more, there are professional teachers of philosophy, history, ethics and sociology, whose knowledge needs to be supplemented and updated urgently. Trying to improve the knowledge level and teaching level of ideological and political theory course teachers by scientific research is no different from seeking fish from a tree.

3. Copernicus Style Revolution: A Metaphor for Replacing the Evaluation System of Professional Title with Examinations

3.1. Copernicus Style Revolution: Subversion of Traditional Thinking

Previously, it has been proved that the existing evaluation

system of professional title can not effectively stimulate the local ideological and political teachers to learn, and can not really improve the teaching level. Therefore, we must terminate the existing evaluation system of professional title and find a new way of evaluation. The Copernicus style revolution can enlighten us. The Copernican style revolution was proposed by the German philosopher Kant. The Polish astronomer Copernicus replaced the dominant geocentric theory with the heliocentric theory -- the center of the universe is the earth, and the sun revolves around it. At that time, because of the knowledge of geocentric, the navigators encountered the trouble of inaccurate navigation direction at sea, so Copernicus boldly put forward the hypothesis that not the sun revolves around the earth, but the earth revolves around the sun. From then on, the problem of inaccurate navigation positioning was solved thoroughly. The hypothesis becomes truth. Inspired by Copernicus's heliocentric theory, Kant solved the controversy between empiricism and rationalism in the history of philosophy. Therefore, he called his philosophical revolution Copernicus style revolution. The essence of Copernicus revolution is to subvert traditional thinking and solve problems with new thinking.

3.2. The Logic of the Reform of the Present Title Evaluation System Still Remains in the Mode of "Geocentric theory": High Level of Scientific Research Is Equivalent to High Level of Teaching

In recent years, the reform mode of thinking in improving the effectiveness of Ideological and political theory courses in Colleges and universities has remained at the stage of geocentric theory, emphasizing that the key factor to improve teaching effectiveness is the teachers who can write papers and instinctively believe in the inherent experience that high level of scientific research is equivalent to high level of teaching. Education and Social Sciences [2008] 5 put forward, "to improve the assessment and evaluation system of the construction of the teaching staff and the evaluation and appointment system of teachers' positions. According to the post responsibility requirements of Ideological and political theory teachers, further improve the professional and technical post evaluation criteria, pay attention to the assessment of teaching ability and teaching results. Teaching research results and social research reports, which have been adopted by relevant departments and played an active role, should be used as the basis for the evaluation of professional titles [8]". It is only acknowledged that the papers on teaching and research and articles on social survey reports are scientific research. Equate teaching research ability with teaching ability. Education and Social Science [2013] 4, proposed "backbone teacher training projects, demonstration training projects, special research projects, doctoral programs [9]". Short term teaching and training and communication, without interest incentives, can not achieve the desired results. Doctoral education can indeed improve the level of teachers, but in the face of the

huge contingent of teachers in Ideological and political education, the number of posts is only a drop in the bucket, and local colleges and universities can get very few posts. Education and Social Sciences [2015] 3 pointed out that "the establishment and implementation of Ideological and political theory courses in line with the professional characteristics of the professional titles of teachers evaluation criteria to increase the proportion of teaching and teaching research. Theoretical articles and research reports adopted by relevant departments and playing an active role should be taken as the basis for professional and technical job evaluation [10]". This is roughly the same as that in the 2008 document, and it still requires writing articles. In February 2017, the CPC Central Committee and the State Council issued the "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation", "We should improve the evaluation and assessment mechanism of teachers, increase the weight coefficient of classroom teaching, and guide teachers to devote more energy to classroom teaching [11]". This document is instructing for ideological and political teachers in key institutions. For the teachers of Ideological and political courses in local colleges and universities, it is far from enough. The evaluation criteria should be teaching-centered rather than increasing the weight coefficient of teaching.

The starting point of these documents is to improve the effectiveness of Ideological and political education, is to improve the level of Ideological and political teachers, but teaching is still as a "by-product" of scientific research, still not out of "geocentric theory" model which high level of scientific research is equivalent to high level of teaching. The system of professional titles for teachers of Ideological and political theory courses in local colleges and universities must change from "geocentric theory" to "heliocentric theory" and carry out the Copernican style Revolution—replace the evaluation system of professional title by examination.

3.3. "Heliocentric Theory" Mode: High Level of Knowledge of Teachers Is equivalent to High Level of Teaching

The thinking mode of the current evaluation system of professional title is that high scientific research level equals high teaching level, which cannot effectively motivate teachers of ideological and political theory courses in local ordinary universities to devote themselves to teaching and cannot truly improve the teaching level. Therefore, it is necessary to set up "Heliocentric theory" mode of the evaluation system of professional title for teachers of ideological and political theory courses in local ordinary universities: the high level of knowledge is equivalent to the high level of teaching.

Copernicus style revolution can solve the dilemma faced by the evaluation system of professional title of ideological and political theory teachers in local ordinary universities.

On the one hand, although the current evaluation system of professional title is not conducive to ideological and political theory teaching, after all, the evaluation is based on evidence -- taking scientific research as a hard indicator; On the other hand, the importance of teaching is indisputable to local ordinary universities, but the evaluation of teaching effect is difficult to quantify and the scientific evaluation of teaching effect is "impossible". To subvert the traditional teaching effect evaluation model: no longer stare at the teachers' performance in class, but also at the teachers' knowledge level; no longer test students, but test teachers. The problem is solved by such a reversal. Because the effectiveness of teaching depends on the teacher's teaching level, the teacher's teaching level depends on the teacher's knowledge level, the teacher's knowledge level can be tested by the examination. The evaluation of teachers' teaching level based on their own test scores has solved a long-standing problem of "inability" to evaluate teaching level. The replacement of the current evaluation system of professional title by examination is Copernicus style revolution.

"Appointment and promotion of Teaching-type professors in Carnegie Mellon University in the United States [12]" provides practical support for the Copernican revolution of the title system. The Ministry of education on deepening the examination and evaluation of University Teachers Guidance for institutional reform (Teacher [2016] 7) provides policy support for the Copernican Revolution of the Title System of Teachers in Ideological and Political Theory Courses in Colleges and Universities. The Guiding Opinions on Deepening the Reform of College Teachers' Assessment and Evaluation System promulgated by the Ministry of Education in 2016 clearly points out in the part of "General Requirements for Assessment and Evaluation": "Adhere to the combination of classified guidance and hierarchical assessment and evaluation, according to the different types of teachers in Colleges and universities, their post responsibilities and working characteristics, and Teachers in different stages of their career, classified, hierarchical and subject-based assessment content and assessment methods, improve the classification of teachers management and evaluation methods [13]". "The voice of Teaching Professor evaluation is getting higher and higher [14]", which provides folk power for Copernicus style revolution.

Teachers' knowledge level is similar to the teaching level for the following reasons: Firstly, teachers of ideological and political theory course have mastered certain teaching methods and skills. The teachers have obtained the university teacher qualification certificate, have passed the psychology and the pedagogy knowledge examination which the teaching needs, have grasped the corresponding teaching skill and the method; Second, the scope of examination can cover a wide range of teaching contents of ideological and political theory course. The teachers of ideological and political theory need to master a wide range of knowledge. As can be seen from Table 4, the most important factor affecting the teaching of Ideological and political theory is that teachers have a wide

range of knowledge, but not that the research level of teachers is high.

Table 4. What is the most important factor affecting the teaching of Ideological and political theory?

options	Statistics	Proportion
Teachers have a wide range of knowledge.	267	64.03%
The research level of teachers is high.	79	18.95%
Teachers have good teaching skills.	42	10.07%
other	29	6.95%
effective numbers fill in the question	417	

The famous Soviet education scholar Suhomlinsky pointed out: "knowledge of the school syllabus for a teacher should be just common sense in his or her knowledge field. Only when a teacher's horizon of knowledge is beyond comparison with the school syllabus can a teacher become a true master, artist and poet in the process of education [15]". It is impossible for a single teacher to study so much knowledge, but it is possible to learn it. Income is distributed according to test scores. Test scores are income certificates, and driven by profits, learning is money. Encouraging teachers to continue learning by test, teachers are rich in knowledge, teaching level is sure to be greatly improved. Thirdly, teachers' spirit of careful study can affect students. Teachers set an example by studying hard. This education method can arouse students' enthusiasm to learn. Under the circumstances that teachers have teaching methods, constantly learn knowledge involved in ideological and political theory course teaching and can promote college students to study hard, teachers' knowledge level is close to the teaching level. Of course, the teacher's knowledge level is not exactly equal to the teaching level. In order to make the teachers' knowledge level closer to the teaching level, we need to carry out the online evaluation of teachers by students and correct their teaching attitude. The student's score and the teacher's test score should have an appropriate proportion, neither can let the teacher dare not to manage the student also cannot let the teacher perfunctory teaching.

4. Thoughts on the Implementation of the Examination Scheme

It is necessary to scientifically design the validity, reliability and operability of ideological and political theory course examination. The comprehensiveness of the test content reflects the validity of the test. The fairness of the test reflects the reliability of the test. The gradualness of the examination ensures the operability of the examination scheme.

First, the content of the test is comprehensive. To begin with, test the textbook. At present, there are unified textbooks for ideological and political theory course in colleges and universities: *Ideological and Moral Cultivation and Legal basis*, *Outline of Modern and Contemporary History of China*, *Introduction to MAO Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics*,

and *Introduction to Basic Principles of Marxism*. Each ideological and political theory course teacher teaches what subject to take an examination of what subject, reflected the validity of test content. The Editorial committee of Marxist theory research and construction project offers examination questions. The examination can test both the key points and the difficult points in the textbook and the reading literature in the textbook. For example, the reading literature in the *Introduction to the Basic Principles of Marxism* (revised edition 2018): *the Communist Manifesto*, *Speech at Marx's Tomb*, *Three Sources and Three Components of Marxism*, etc. Next, test Marxist theory. The bibliography of Marxist theory is as follows: *Selected Works of Marx and Engels* (2012 edition), *Selected Works of Lenin* (2009 edition), *Collected Works of Mao Zedong* (1999 edition), *Selected Works of Deng Xiaoping*, *Selected Works of Jiang Zemin*, *Selected Works of Hu Jintao*, *Xi Jinping the Governance of China*. The examination questions are discussed together by the national Marxist theory doctoral tutors. Finally, test the subjects related to ideological and political theory courses, such as philosophy, law, sociology, economics, history, education and so on. The reference books of these subjects are mainly selected classic textbooks so that teachers can have some understanding of these subjects. The exam questions can be written by the tutors of a PhD student in politics education, who can also write a required reading list. It's not practical to test so much at once in the short term, but it's feasible in the long term. The order of test content is the first three years to test textbooks, the next three years to increase the knowledge of Marxist theory, and the last three years to increase the knowledge of related subjects in ideological and political theory courses. After nine years, teachers' knowledge level will be improved comprehensively, and teachers' teaching level will also be improved accordingly.

Second, the fairness of exams. To start with, embodied in the "three unifications": unified examination time -- summer vacation or winter vacation; unified examination method -- unified examination on the Internet; unified examination paper. the computer reads the examination paper, will give the result, similar to the previous national title computer examination. Next, it is reflected in the objective question type and the answers reflect the true level. Exam questions include multiple choice questions, fill-in-the-blanks, judgment questions and other objective questions. Multiple choice questions are not four alternative answers, but at least eight to ten, in order to prevent teachers from muddling through. Fill-in-the-blanks need to reflect the reading breadth, without any guessing component of the possibility. In the judgment problem, point is deducted if you give the wrong judgment. Finally, everyone is equal before the test, and the test score is the most fair and objective. As long as the test content is comprehensive and extensive, the teacher's test score is the reflection of the teacher's true level. The fairness of the examination has put an end to any bad motives of opportunism. Only by carefully reading the textbook, learning Marxist theory, ideological and political theory and relevant knowledge can teachers achieve good results in the

examinations, and also bring about the improvement of teaching level.

Third, the gradual implementation of the examination scheme. The most important thing to implement the examination scheme is to see if it is operable. As it is a new scheme, it must be implemented step by step. To begin with, the gradualness of space. It is possible to pilot in one or two provinces, sum up experience and achieve good results, and then extend it to the whole country. Next, the gradualness of time. According to teachers of different ages, old people adopt old methods and new people adopt new methods. A transitional period may be granted, which teachers may choose to take examinations or to choose the current evaluation system of professional title. After the transition period, the current evaluation system of professional title is replaced by examinations. At last, the gradualness of content. The content of the examination is also carried forward step by step, and generally in this order: textbooks -- Marxist theory -- other relevant social sciences.

5. Conclusion

Copernican style Revolution: replacing the current evaluation system of professional title with examinations can provide important references for the assessment and evaluation of other professional teachers, professionals and civil servants, as well as teachers of ideological and political theory course in local ordinary universities.

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