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Research on the Production Logic and Path Implementation of Teaching Evaluation for University Teachers from the Perspective of Moral Education and Talent Cultivation

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Abstract: Cultivating moral character in universities in the new era is an important project to promote the construction of a strong education country. Accurately grasping the core essence of teaching evaluation for university teachers in the new era of moral education requires taking moral education as the goal and exploring the construction and implementation path of the teaching evaluation system for university teachers under the guidance of the moral education concept. To this end, the article proposes to improve the concept of moral education and talent evaluation, clarify evaluation objects, innovate evaluation techniques and other production logics, and explores implementation strategies such as building a comprehensive evaluation system, establishing a negative list, establishing self-evaluation report archives, and constructing a scientific evaluation program. Through these measures, the aim is to promote the scientific and rational evaluation system of university teachers' teaching, in order to better serve the strategy of building a strong education country and the goal of talent cultivation.

Keywords: Cultivating Virtue and Nurturing People; University Teachers; Teaching Evaluation; Production Logic; Path Implementation.

1. Introduction

The fundamental task of education is to cultivate virtue and nurture people. Virtue is the primary and fundamental quality of a person, which determines their code of conduct and value orientation. 'Shuren' emphasizes the cultivation of well-rounded individuals who not only possess knowledge and skills, but also have healthy physical and mental health and good moral qualities. 'Cultivating virtue and nurturing people' is the top priority of education and the soul of education. It embodies the essential purpose of education, which is to cultivate individuals with morality and talent.

Higher education is not only a platform for acquiring knowledge and skills, but also a necessary path for cultivating high-quality talents. With the increasing attention of the country to higher education, the sound system of evaluation mechanism for university teacher education has become a key link. In today's high-quality development of higher education, how to promote the reform and improvement of the teaching evaluation mechanism for university teachers, so as to better serve the education power, not only concerns the strategic goals of the country, but also the mode and process of talent cultivation. Therefore, this study investigates the production logic and path implementation of teaching evaluation for university teachers from the perspective of cultivating moral character.

University teaching evaluation is a complex and comprehensive system work, which includes external entities such as society and government to review and evaluate the quality and teaching effectiveness of universities from the perspective of quality accountability, as well as self inspection and self correction measures carried out by universities to respond to external accountability and improve their own teaching quality. It also includes the evaluation and guidance of university teachers on teaching effectiveness and student academic performance in specific educational and teaching practices. At present, the evaluation system for university teachers in China has legal and compliant support, as well as institutional provisions that need to be implemented in schools. In the long-term exploration of improving teaching quality and standardizing evaluation and certification procedures, China has formed a "five in one" university teaching evaluation system. The "Five in One" refers to the organic combination of multiple subjects and forms, including self-evaluation of universities, classified university evaluation promoted by the government, professional certification and evaluation with industry participation, substantial equivalent international evaluation, and regular monitoring based on databases.

2. The Production Logic of Teaching Evaluation for College Teachers from the Perspective of Moral Education and Talent Cultivation

(1) Improve the evaluation concept of cultivating morality and talent

Cultivating moral character and nurturing talents is a task of nurturing the educational ecosystem, playing a core and leading role in the promotion of higher education. In the process of evaluation and review, the core concept should be to cultivate talents with both moral integrity and professional competence. The evaluation system must follow the comprehensive leadership of the Party, ensure that the education industry always develops along the correct political path, and take the effectiveness of cultivating talents with both moral integrity and professional competence as the primary criterion for measuring the school's various work, in order to ensure that universities adhere to the socialist educational policy. To emphasize the ecological requirements, universities should establish an educational ecosystem that

covers all members, the entire process, and all aspects in the evaluation concept of cultivating talents with both morality and ability. We need to break the traditional notion that talent cultivation is only the responsibility of some leaders and academic departments. To make universities realize that the work of cultivating talents with both morality and ability should be a school wide task led by the Party committee, led by the president, executed by the dean, and participated by all members. It is necessary to comprehensively consolidate the foundation of talent cultivation through top-level design and build a large environment for cultivating talents with both morality and ability. To emphasize the requirement of human nature, students are the ultimate beneficiaries and evaluators of the effectiveness of cultivating talents with both morality and talent, and attention should be paid to the comprehensive growth and personalized development of each student. To improve the evaluation and review of cultivating talents with both morality and talent, we should give full play to the guiding role of educators and the initiative of learners, focus on whether students have achieved comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor, and pay attention to and respond to their development needs and growth expectations. At the same time, the application of evaluation results should help guide educational practice and promote the common progress of universities, teachers, and students.

(2) Clarify the evaluation criteria for cultivating moral character and nurturing individuals

In the process of constructing and implementing the evaluation system for cultivating morality and talents, schools, teachers, and students constitute the core evaluation subjects. Teachers are the organizers of activities, students are the participants in teaching, and school teaching management departments are the supervisors of teaching. Only by comprehensively improving the understanding of the role of university teaching quality evaluation, using scientific means, adhering to a rational and objective attitude, and making fair and factual evaluation results, can we have a positive effect on improving teaching quality and teaching level. However, the existing evaluation system has not yet delved into individual level evaluation, but rather focuses more on policy implementation of macro goals. This means that although overall goals have been set at the national level, specific implementation plans need to be developed by each school based on their own situation and in accordance with the national education policy. Due to differences in the implementation policies of each school, it is difficult to unify the evaluation standards for schools, teachers, and students, which affects the fairness and effectiveness of the evaluation system. Therefore, in order to achieve more accurate and personalized evaluation, it is necessary to further refine and improve the evaluation system, so that it can adapt to the specific situations of different schools and individuals, and promote the comprehensive realization of the goal of cultivating morality and talents.

(3) Innovative evaluation techniques for cultivating moral character and talent

In the process of strengthening the evaluation system and institutional construction for cultivating morality and talents, the integration of explicit and implicit standards, and the balance of positive and negative factors should be achieved to optimize evaluation methods and processes. Introducing the "negative list" of moral education and talent cultivation as a monitoring point is a key indicator to ensure that universities adhere to the correct direction of education and achieve the core task of moral education and talent cultivation. It is also an important tool to supervise the "basic and warning" line of university education behavior. Adhering to a problem oriented evaluation method, strictly controlling the direction of higher education, implementing the basic requirements of talent cultivation, and clarifying prohibited behaviors and standards, such as ideological, political, and moral qualities, can help universities detect and correct errors in a timely manner, ensuring that educational and teaching activities always focus on cultivating morality and people. Establishing a self-evaluation report file for schools is a key mechanism for universities to self-supervise, improve, and enhance themselves. Colleges and universities should take the effectiveness of moral education as the primary standard, comprehensively review and summarize the measures, achievements, and shortcomings of the school in moral education, and improve the mechanism of moral education in a targeted manner, promoting the integration, connection, and fusion of educational resources in various fields, links, and aspects. If scholars propose to conduct circular teaching evaluation, it is a reform and exploration of evidence-based education concepts in teaching evaluation, emphasizing the evaluation based on multidimensional teaching evidence. The logical starting point of evidence-based teaching evaluation is teacher teaching, and the logical endpoint is teaching effectiveness.

Building a stable and scientific evaluation process is the key to ensuring the effectiveness and credibility of evaluation work. Establish an evaluation process that includes self-evaluation, expert evaluation, feedback, and rectification, to make the evaluation of moral education in universities effective and capable of overcoming difficulties. Not only should problems be identified through evaluation, but they should also be thoroughly rectified through random supervision and review, and necessary accountability measures should be taken to ensure that the "soft goal" of moral education evaluation becomes binding. The evaluation technique of innovative moral education refers to the comprehensive evaluation of students' moral development in the field of education using modern technological means and innovative concepts. This technology goes beyond the traditional, single exam score evaluation model and instead adopts a diversified evaluation system, aiming to comprehensively assess students' moral qualities, innovation abilities, and social responsibility. It includes but is not limited to various evaluation methods such as self-evaluation, peer evaluation, teacher evaluation, and parental feedback. Through quantitative and qualitative data analysis, it forms a comprehensive understanding of the individual development of students. In addition, this evaluation technique emphasizes the combination of process evaluation and outcome evaluation, that is; while focusing on students' final outcomes, it also values their attitudes, efforts, and progress in the learning process. Through such evaluation techniques, educators can more accurately guide students' growth, help them establish correct values, and cultivate them into modern citizens with innovative spirit and social responsibility.

3. The Implementation of Teaching Evaluation Path for University Teachers from the Perspective of Moral Education and Talent Cultivation

(1) Building a comprehensive evaluation system

The key to establishing an evaluation mechanism for cultivating moral character and conducting evaluation activities is to make schools, teachers, and students the core objects of evaluation. Firstly, the evaluation of schools needs to be reformed, as schools are the central link in the work of moral education and talent cultivation. Establish evaluation points in terms of educational philosophy, leadership, resource allocation, management system, etc., strengthen the school's strategic planning, take the effectiveness of moral education as the core standard for measuring the school's work, and guide universities to comprehensively promote their educational functions in teaching, management, and service through evaluation. The evaluation of schools should focus on the comprehensive development of students, including moral education, intellectual education, physical education, aesthetic education, and labor education, rather than a single academic achievement. At the same time, taking curriculum construction and evaluation as the key to achieving the task of cultivating morality and talents, fully leveraging the educational function of all courses, and forming a work pattern of cultivating morality and talents with consistent goals, clear responsibilities, and significant educational effects both inside and outside the classroom.

Secondly, the evaluation of teachers also needs to be reformed, as teachers are the executors of moral education. The concept of cultivating morality and talent should be integrated into the entire process of pre-service education, admission, post service training, and management for teachers. Teacher ethics and conduct should be the primary evaluation criteria, and conscientiously fulfilling teaching responsibilities and achieving the mission of educating and nurturing students should be the basic requirements for evaluating teachers. Emphasis should be placed on academic quality orientation, and teachers should comprehensively demonstrate their abilities and contributions in teaching, research, and social services. The teacher evaluation system should motivate teachers to teach and establish themselves with morality, continuously improve their personal moral cultivation and professional skills, and set a positive example for students. Through the multi-level analysis method, it is concluded that universities should adopt a very cautious attitude when using student evaluation results to make teacher awareness decisions. However, due to the significant shortcomings of solely relying on student evaluation, most current research advocates for a multi-party and multi-dimensional evaluation involving teaching leaders, experts, students, and teachers themselves. Colleagues of teachers have gained a deep understanding and appreciation of teachers' work attitude, abilities, and teaching work through years of work, collaboration, classroom listening, and collective lesson preparation. Therefore, colleague evaluation can partially correctly evaluate the teaching quality of teachers.

Finally, the evaluation of students also needs to be reformed, as students are the ultimate beneficiaries of moral education. In the modern society where technology is rapidly developing and information is surging, students' values and moral values are facing enormous challenges. Therefore, it is necessary to innovate the process evaluation methods of morality, intelligence, physical fitness, aesthetics, and labor, improve the comprehensive quality evaluation system, and scientifically set moral education goals based on the characteristics of students' physical and mental development. From multiple dimensions such as academic participation, educational experience, teacher feedback, and resource and service support, analyze the learning experience of current students by grade and department, and comprehensively examine the effectiveness of talent cultivation in universities. When evaluating students, emphasis should be placed on process and developmental evaluation, encouraging self-evaluation and peer evaluation, and promoting students' self-growth and self-improvement.

(2) Establish a negative list

Establishing a negative list is a regulatory tool aimed at clearly defining prohibited or restricted behaviors, providing clear action guidelines for market entities by listing a series of activities that are not allowed or require special approval. This list not only helps to regulate market order, prevent unfair competition and illegal behavior, but also provides clear expectations for enterprises, reduces uncertainty, and promotes the healthy development of the market. The establishment of a negative list usually involves multiple fields, including but not limited to environmental protection, public safety, intellectual property protection, etc. It reflects the government's determination to strengthen in-process and post event supervision while streamlining administration and delegating power. Through the negative list, the government can implement regulation more accurately, ensure that the market operates on the track of the rule of law, and provide broad space for innovation and entrepreneurial activities. The implementation of this list system also reflects the modernization of government governance capabilities, as well as the adaptation and alignment with international rules, which helps to build an open, transparent, and fair business environment. Establishing a "negative list" evaluation point for moral education and talent cultivation is an important indicator to ensure that universities adhere to the correct direction of education and achieve the task of moral education and talent cultivation. It is also an important means to supervise the "bottom line and red line" issues of university education. Adhere to a problem oriented evaluation approach, strictly adhere to the correct direction of higher education, implement the bottom line requirements for talent cultivation, and help universities detect and correct deviations in a timely manner by clearly listing prohibited behaviors and standards, such as ideological and political, moral qualities, etc., to ensure that educational and teaching activities are always centered around the core of moral education and talent cultivation. The development of new generation information technologies such as artificial intelligence can track and monitor the entire process of teaching and learning in real time, transforming assessment from a one-time exam to a continuous behavioral analysis, providing the possibility for achieving true process evaluation. Evaluation of teaching should not only remain at the level of instrumental rationality and value judgment. Education administrative departments and school management departments should return to the essence of education based on a deep understanding of the essential attributes and connotations of teaching quality, redefine the value of evaluation from an ideological and

conceptual perspective, reconstruct the evaluation mechanism, and truly turn evaluation into a rational exploration process of discovering, constructing, generating, and innovating teaching value jointly by the evaluated teacher, other evaluators, and curriculum teams, in order to achieve value rationality.

(3) Establish a self-assessment report archive

Establishing self-evaluation report archives for schools is an important mechanism for universities to self supervise, self innovate, and self improve. Colleges and universities should take the effectiveness of moral education as the fundamental standard, comprehensively summarize the measures, achievements, and existing problems of moral education in schools, improve the mechanism of moral education in a targeted manner, and promote the coordination, integration, and integration of educational resources in various fields, links, and aspects. School management, including the evaluation of teacher teaching quality, must highlight the dominant position of students and teachers in teaching and educational activities. In terms of operation, the evaluation concept should be implemented from the aspects of evaluation standards, evaluation techniques, and evaluation systems, ultimately gaining the recognition of teachers and continuously improving teaching for the improvement of teaching quality, transforming evaluation into a domestic demand for teacher development. The self-evaluation report file requires the joint participation of teachers, schools, and students. Teachers should have internal motivation to conduct periodic self-evaluation and archive it. Schools should also develop relevant regulations and systems intelligently. The feedback mechanism of students plays a relevant role in the self-evaluation report of teachers, and the self-evaluation file of teachers also requires the participation of colleagues. Colleagues' evaluation standards will be more in line with the school's established assessment mechanism, making the relevant reports more standardized and better evaluating teachers' teaching work. Regarding the teaching work of teachers as an important task, schools should formulate school regulations in accordance with relevant policies, in line with the development of various schools, and use vernier calipers for evaluation, rather than having a ruler to monitor the teaching evaluation of each school's teachers. Flexible evaluation of teacher teaching is also known as a consideration factor in the formulation of school regulations.

(4) Constructing a scientific evaluation program

Establishing a stable scientific evaluation process is key to ensuring the effectiveness and credibility of evaluation work. Establish evaluation procedures for self-evaluation, expert evaluation, feedback evaluation, and rectification evaluation to make the evaluation of moral education and talent cultivation in universities effective. Not only should a list of problems be created through evaluation, but also the various issues in the list should be thoroughly rectified. Random supervision and review should be conducted to "look back" and necessary accountability measures should be taken to effectively make the "soft goal" of moral education evaluation hard. Establishing a scientific evaluation program cannot avoid international exchanges. Universities need to clarify the strategic goals of international exchange teacher programs, such as improving teaching quality, promoting interdisciplinary exchanges, and strengthening international cooperation networks. Clear goals will help universities focus on key areas and provide guidance for project implementation. The high-quality development of university teaching is a progressive process from the low-level needs of teachers to high-level needs. Therefore, the transformation of evaluation method standards ultimately boils down to the combination of instrumentality and value rationality, in order to create a support system that unifies technicality and theoretical rationality. Universities should shift their evaluation objectives from management to promotion; The evaluation subject has shifted from differentiation to collaboration; The evaluation criteria have shifted from static restoration to dynamic generation; The evaluation process has shifted from pre established to developmental; The evaluation method has shifted from a focus on quantification to a combination of qualitative and quantitative methods; The evaluation technology is shifting from experiential to intelligent; The evaluation results have shifted from proof to service. Universities should establish clear evaluation criteria and incentive mechanisms to guide teachers to develop in a balanced manner in both teaching and research. The evaluation criteria should include both process evaluation and systematic evaluation. Universities can establish scientific evaluation procedures through various measures such as teaching evaluation questionnaire surveys, student satisfaction surveys, and peer reviews.

4. Conclusion

Since universities have clarified the fundamental task of cultivating virtue and talent, it has played a pervasive and leading role in promoting various aspects of higher education. However, cultivating morality and nurturing talents is a task of nurturing the educational ecology. The new era's morality and nurturing project is a comprehensive and highly specialized systematic project that requires a deep understanding of the laws of teaching and educating students, as well as the laws of student growth. It should be organically integrated into various fields of education such as moral education, intellectual education, physical education, aesthetic education, and labor education, as well as into various aspects of ideological and moral education, cultural knowledge education, and social practice education. Integrating moral education into the evaluation of university teachers' teaching, by constructing a comprehensive evaluation system based on the school, teachers, and students, setting appropriate regulatory measures to standardize teaching evaluation, continuously improving the scientific evaluation process in self-evaluation, and promoting the formation of a favorable educational environment for students' growth and development in universities.

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