Methods, Practices, and Evaluation of Value Guidance in Classroom Teaching

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Abstract: This article systematically explores the implementation approaches, practice models, and evaluation systems of the teaching process. The research constructs a closed-loop teaching path covering three stages: pre-class, in-class, and post-class. It proposes differentiated practical models based on disciplinary characteristics and establishes a multi-dimensional teaching effectiveness evaluation system. The study indicates that the effective implementation of guidance and education of values in courses requires adhering to the principle of organic integration, achieving a deep fusion of value shaping and professional education through systematic teaching design and scientific evaluation feedback. This study provides a workable implementation framework for university teachers in the teaching process, and has important theoretical and practical value for promoting the transformation from "formal coverage" to "effective implementation" and improving the effectiveness of moral education.

Keywords: Classroom Teaching; Integration Pathways; Teaching Practice; Evaluation System

1. Introduction

Against the backdrop of deepening the fundamental task of "fostering virtue through education" and achieving inclusive development in the new era of higher education, the construction of curriculum guidance and education of values has become a strategic and foundational project [1]. It requires the organic integration of value shaping into the entire process of knowledge dissemination and ability cultivation, achieving the grand goal of "all-round education." This transformation in educational philosophy aims to respond to society's higher expectations for talent cultivation and address the complex challenges in the ideological field under the context of diverse cultures. Its necessity and urgency are increasingly prominent.

Currently, academic research on curriculum guidance and education of values has made significant progress. Many scholars have deeply explained its connotation, necessity, and value logic from a theoretical perspective, holding important status [2,3]. In terms of practical exploration, a large number of literature focuses on case studies and experience sharing of specific courses or teaching segments, demonstrating various possibilities of implementing curriculum guidance and education of values [4]. However, most discussions are concentrated on ideological advocacy or summaries of local experiences, lacking universally applicable approaches for systematically and routinely integrating guidance and education of values into the complete chain of classroom teaching—before, during, and after class [5]. Meanwhile, research at the practical level is often limited to single-course cases, failing to extract common models and strategies that can be referenced by different disciplines. More importantly, research on the scientific evaluation mechanisms for the educational effectiveness of curriculum guidance and education of values is relatively weak. How to overcome its implicit and lagging characteristics and construct an evaluation system that combines both quantitative and qualitative methods, as well as processes and outcomes, has become a key bottleneck in promoting curriculum guidance and education of values to move from "formal" to "effective" [6,7].

In light of this review of the current research status, this paper aims to conduct a systematic exploration. The purpose of this study is to construct a comprehensive framework for the whole-process integration of curriculum guidance and education of values covering three dimensions—"approaches, practice, and

evaluation"—to address the shortcomings of existing research in terms of systematization and operability. Theoretically, it aims to enrich the methodology of "all-round education," and more importantly, it aims to provide frontline teachers and teaching administrators with a clear and feasible practical guide, thereby positively promoting the enhancement of higher education's educational effectiveness.

2. The Connotation and Principles Integrated throughout the Entire Process of Classroom Teaching

2.1 Interpretation of the Connotation of "Full Process Integration"

"Whole-process education" refers to the systematic embedding of moral education into the complete life cycle and core components of classroom teaching [8]. From the structural dimension, it involves the collaborative reconstruction of teaching objectives, content, methods, evaluation and other elements to realize the systematic integration of moral education and professional knowledge. This integration emphasizes the internal connection between correct value elements and professional teaching, and requires the organic unity of value guidance and knowledge transfer through teaching design, and finally achieves the three-dimensional teaching goals of knowledge construction, ability development and value guidance. Its essence is to implement moral education in a standardized and structured way in professional teaching through systematic curriculum design.

2.2 Basic Principles

The value guidance and implementation of education in the course should adhere to four basic principles: the unity of direction and scientificity, ensuring the correctness of guiding content and following teaching principles; the combination of explicit and implicit education, achieving natural penetration of value guidance; consideration of targeting and differentiation, designing integrated plans based on disciplinary characteristics; and the emphasis on systematicity and continuity, constructing long-term education mechanisms [9]. These principles collectively form the basic norms of value guidance and education construction, providing a theoretical foundation and operational guidance for teaching practice.

3. Pathway Construction

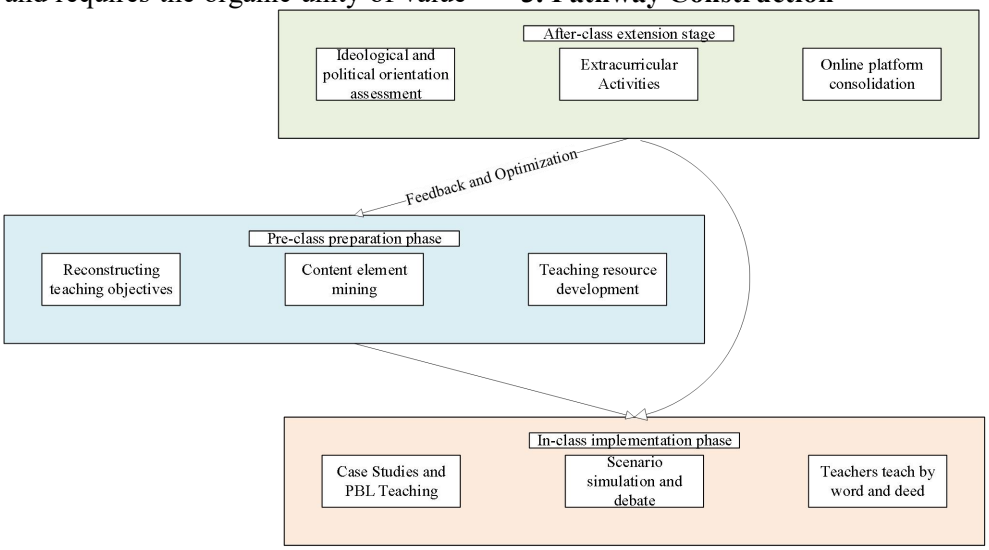

Figure 1. Systematic Path Map for Integrating Guidance and Education of Values into Classroom Teaching

Effective value guidance and educational implementation require establishing systematic teaching pathways. This study constructs a closed-loop teaching system consisting of three stages: pre-class preparation, in-class implementation, and post-class extension (see Figure 1). Through interconnected teaching design, the integration of moral education elements with the entire professional teaching process is achieved organically. This system not only emphasizes the continuity of each stage but also highlights the intrinsic logical connections between teaching elements, ensuring that value guidance can progressively and deeply permeate the teaching process. From the setting of teaching objectives to the organization of

teaching content, from the selection of teaching methods to the design of teaching evaluation, the systematic and holistic nature of value guidance must be reflected, thereby forming a collaborative education framework [10].

3.1 Pre-class Preparation Phase: Top-Level Design and Element Mining

The pre-class preparation stage is a fundamental component of implementing value guidance and education in curriculum implementation, and its quality directly impacts the effectiveness of subsequent teaching phases. Reconstructing teaching objectives is the primary task of this stage, requiring the addition of clear, observable, and assessable objectives for value guidance and education beyond traditional knowledge transmission and ability development goals. Deeply exploring teaching content is the core task of pre-class preparation, involving a systematic review and refinement of the "fostering virtue through education" elements across multiple dimensions. Key directions for exploration include the innovative spirit and patriotic sentiments of scientists in the history of discipline development, the philosophical thoughts and methodologies embedded in the professional knowledge system, the professional ethics and moral requirements contained in ethical norms, as well as the social responsibilities and era-specific commitments in the interaction between science and social development. This process demands teachers to possess keen identification skills and creative transformation capabilities, enabling them to convert abstract values into concrete and vivid teaching materials.

The development of teaching resources should revolve around identified elements, establishing a supportive teaching resource database. The establishment of a case library should emphasize authenticity and representativeness, reflecting practical issues in the professional field and clear value orientations. The selection of classic literature should balance classics and contemporary works, including original works of founders of the discipline and the latest research results reflecting contemporary technological frontiers and social needs. Additionally, corresponding teaching tools and evaluation scales need to be developed to provide technical support for the effective implementation of classroom teaching.

3.2 Implementation Stage in the Lesson: Teaching Strategy and Situation Creation

The implementation stage in the classroom is the key link in realizing value guidance, and teachers need to adopt diversified teaching methods and strategies to organically integrate value guidance into the classroom teaching process. As one of the effective methods, case teaching guides students to analyze value conflicts and ethical dilemmas by selecting representative professional cases, and prompts students to think deeply about value judgments and behavioral choices in the professional environment.

Problem-Based Learning (PBL) involves designing challenging, real-world problems that naturally expose students to value judgments and ethical considerations in the process of solving problems. This teaching method not only cultivates students' professional ability, but more importantly, cultivates their value sensitivity and moral judgment. The design of PBL questions should be open and complex, which can trigger students' thinking and discussion about multiple values. Teachers should be good at guiding in this process, respecting students' different perspectives and ensuring that the discussion does not deviate from the correct value direction. Scenario simulation and classroom debate are important methods to deepen value cognition. By creating simulated professional situations, students can experience real career dilemmas and value choices in role-playing, which can effectively improve students' value judgment and practical ability.

Teachers' words and deeds play an irreplaceable role in the curriculum implementation stage. Teachers' teaching attitude, academic character, and words and deeds will have a subtle impact on students. Teachers who study rigorously, care about students and have a sense of social responsibility are themselves the best value guidance and teaching materials. Teachers should pay attention to self-cultivation, naturally show scientific spirit, humanistic emotions and sense of social responsibility, and infect students through personality charm to achieve implicit education effects.

3.3 After-Class Extension Stage: Consolidate Internalization and Behavioral Guidance

The extended phase after class is a crucial component for testing and deepening the effectiveness of guidance and value education,

aiming to promote the internalization of values and the formation of behavioral habits. The design of this evaluation mechanism needs to break through traditional knowledge and skill assessment models, establish a diversified evaluation system, and include value cognition, emotional attitudes, and behavioral performance in the evaluation scope. Research assignments can test students' analytical abilities on ethical issues, reflection reports help understand the degree of internalization of students' values, and project tasks allow observation of students' teamwork spirit and social responsibility. These evaluation methods should focus on process evaluation, paying attention to students' growth and transformation during the learning process.

The linkage between the second classroom and practical teaching provides students with a practical platform to practice their values. Engineering students participate in community technical services and cultivate engineering ethics and service awareness in the process of solving practical problems. Liberal arts students carry out social research to enhance their sense of social responsibility and humanistic care. These practical activities not only consolidate the values learned in the classroom, but also encourage students to transform their value cognition into concrete actions and achieve the unity of knowledge and action.

The continuous interaction of online platforms extends the time and space of education. The use of modern information technology to build a network communication platform can break through the time and space limitations of traditional classrooms and realize the sustainability and full coverage of guidance and education of values. Teachers publish and expand learning resources through online platforms, organize special discussions, and carry out personalized guidance; In this space, students share their learning experiences, display practical results, and engage in deeper thinking and communication. This organic combination of online and offline can form a good education ecology and promote the continuous internalization and consolidation of values.

4. Typical Patterns and Common Strategies

Based on the systematic analysis of teaching practice, this chapter proposes three types of typical practice models [11].

4.1 Differentiated Practice Models Based on Subject Characteristics

Table 1 systematically compares the practice mode characteristics of the three major discipline categories. The humanities and social sciences courses have the advantages of innate guidance and education of values, and their "value guidance-cultural self-confidence" model is mainly realized through three dimensions: at the level of teaching content, it deeply excavates the ideological essence and moral essence of China's excellent traditional culture, and enhances students' cultural identity and national pride through the interpretation of classic texts and historical case analysis; At the level of teaching methods, comparative research and critical thinking training are used to guide students to establish a correct view of culture and history in the comparison of Chinese and Western cultures. In the practical session, students are organized to participate in cultural heritage protection and social research, and transform theoretical cognition into conscious cultural inheritance actions. This model emphasizes the combination of explicit expression of value guidance and implicit edification of cultural infiltration to achieve the deep construction of cultural self-confidence.

The "scientific spirit-engineering ethics-family and country feelings" mode of natural science and engineering technology courses focuses on the unity of professionalism and ideology. The cultivation of scientific spirit runs through the whole process of experimental design and theoretical inquiry, requiring students to abide by academic norms, pursue truth, and have the courage to innovate; Engineering ethics education embeds project design and case analysis to guide students to consider the social impact and moral responsibility of technology applications. The feelings of family and country stimulate students' sense of mission to serve the country by introducing our country's scientific and technological development achievements and strategic needs. This model places special emphasis on the creation of real situations, so that students can naturally accept value edification when solving complex engineering problems, and realize the deep integration of professional education and guidance and education of values.

The "aesthetic edification-sportsmanship-personality shaping" mode of art and sports courses has a clear practical orientation. aesthetic education

cultivates students' healthy aesthetic taste and noble moral sentiment through the appreciation and creative practice of classic works; sportsmanship tempers students' will and team consciousness in training competitions; Personality building runs through daily teaching, cultivating students' sound personality through artistic expression and sports activities. This model gives full play to the practical characteristics of art and sports, so that students can internalize value in their own experience, and achieve the effect of "educating people with beauty and sports".

Table 1. Comparison of Practice Modes Guided by Values in Different Disciplines

Dimension	Humanities and social sciences	Science, engineering, agriculture and medicine	Arts and sports
Core objectives	Value shaping and cultural self-confidence	Scientific Spirit and Engineering Ethics	Aesthetic literacy and sound personality
Main content	Cultural inheritance and theoretical analysis	Science and technology ethics, innovative spirit	Artistic expression, sportsmanship
Typical method	Intensive reading of texts and special debates	Experimental exploration and project practice	Creation and performance, competition training
Evaluation focus	Value judgment and cultural identity	Ethical decision-making and sense of responsibility	Character development and will quality

4.2 Common Practice Strategies throughout the Teaching Process

The design strategy of "connection" requires teachers to accurately grasp the integration points where professional knowledge and nurturing combine. These integration points should naturally be incorporated into the teaching process, neither forcing nor being contrived. In science and engineering courses, the process of scientific discovery and engineering application scenarios often contain rich value guidance elements; in humanities and social science courses, theoretical reasoning and social phenomenon analysis provide opportunities for value guidance. Effective connection design requires teachers to deeply understand the professional knowledge system, keenly identify the value dimensions it contains, and achieve the educational effect of "nurturing people imperceptibly" through carefully designed teaching segments.

The "narrative" transformation strategy is committed to transforming abstract values into vivid teaching materials. This strategy includes three key links: the selection of narrative themes should be close to students' cognitive level, pay attention to the hot spots of the times and student needs; The organization of narrative content should pay attention to authenticity and appeal, and convey values through specific cases and character stories. The use of narrative methods should be in line with the teaching laws, and make good use of multimedia technology and classroom interaction to enhance the narrative effect. Practice has proved that appropriate narrative transformation can effectively reduce the didactic sense of value education and enhance students' acceptance and identity.

The "conflict" analysis strategy stimulates students' deep thinking by setting value dilemmas. In teaching practice, we can introduce situations such as ethical problems in professional fields, practical contradictions in social development, and value choices in cultural collisions to guide students to conduct rational analysis and full discussion. The implementation of this strategy requires teachers to create an open and inclusive discussion atmosphere, encourage the exchange and collision of multiple perspectives, and give correct guidance on key issues. Through this process, students not only deepen their understanding of professional knowledge but also develop the ability to make correct value judgments in complex situations.

4.3 Key Points in Practice and Avoidance of Common Problems

Practice requires grasping several key points. Goal setting should be specific and actionable, avoiding vague generalizations, and should be refined with educational requirements that align with professional characteristics; The content selection should pay attention to the times and professionalism, and select representative cases and materials; The application of methods should emphasize appropriateness, and flexibly choose teaching strategies according to the nature of the course and teaching content. Effect

evaluation should establish multiple indicators and pay attention to students' cognitive change and behavior transformation.

The construction of the teaching team is an important guarantee for the practice of values education. At present, it is necessary to focus on improving teachers' comprehensive literacy and teaching ability: through special training to prepare lessons collectively, enhance teachers' awareness of educational values; Through teaching observation and experience exchange, improve teachers' values education and teaching ability; Through the reform of incentive mechanisms and evaluations, the enthusiasm and creativity of teachers are stimulated. Only by building a team of teachers who are both proficient in business and good at educating people can we ensure the continuous deepening and innovation of the practice of values education.

The concept and practical innovation of values education need to establish a long-term mechanism. At the school level, it is necessary to strengthen the top-level design and improve the management system and safeguard measures. At the level of faculties and departments, it is necessary to promote teaching reform based on the characteristics of disciplines and cultivate excellent cases and typical experiences. At the teacher level, it is necessary to actively carry out teaching research and continue to optimize teaching practice. Through multi-party collaboration and continuous improvement, a value education practice model with disciplinary characteristics and replication and promotion will be gradually formed, and the comprehensive implementation of the fundamental task of cultivating people with morality will be promoted.

5. Construction of the Evaluation System

5.1 Basic Principles of Evaluation System Construction

The developmental principle requires that assessment should focus not only on immediate results, but also on the long-term development and continuous improvement of students' values. The principle of pluralism is reflected in the diversity of assessment subjects, assessment methods and assessment content, which requires the full use of quantitative and qualitative methods to integrate multiple perspectives such as teachers, students and peers. The principle of scientificity emphasizes the observability and measurability of evaluation indicators to ensure the objectivity and fairness of the evaluation process. The guiding principles require that the evaluation system can effectively guide the improvement of teaching and promote the continuous improvement of the quality of values education. The establishment of these principles lays the foundation for the design and implementation of evaluation indicators.

5.2 Systematic Construction of Multi-Dimensional Evaluation Indicators

Table 2. Evaluation Index System

First-level indicators	Secondary indicators	Evaluation points	Data sources
Student learning effect	Value recognition	Degree of understanding of professional ethics and social responsibility	Tests, assignments, class speeches
	Emotional attitude	The degree of identification and internalization of value concepts	Questionnaire survey and reflection report
	Behavioral performance	The practice of values	Practice report and behavior observation
Teacher instructional design	Goal setting	The fit between values and professional teaching	Syllabus and lesson plan analysis
	Content fusion	The naturalness and systematization of values are integrated	Review of textbooks and courseware
	Method application	appropriateness and effectiveness of teaching methods	Classroom observation and teaching reflection
Curriculum education effectiveness	Goal achieved	The degree of realization of values education	Course assessment and student feedback
	Characteristic innovation	Innovation in values education	Teaching cases and achievement displays
	Development promotion	Promote the all-round development of students	Follow up surveys, alumni feedback

The dimension of students' learning effect focuses on three levels: value cognition,

emotional attitude and behavioral performance, and evaluates the depth of students' understanding and recognition of value concepts through classroom performance, homework completion, practical participation and other means. The teacher's teaching design dimension focuses on the rationality of goal setting, the naturalness of content integration, and the effectiveness of method application, and evaluates it through teaching material analysis and classroom observation. The effectiveness of curriculum education is comprehensively evaluated from the achievement of curriculum objectives, the distinctiveness of teaching characteristics, and the promotion of student development. These three dimensions support each other and form a complete evaluation framework (Table 2).

5.3 Paths and Methods for Implementation Evaluation

Implementation evaluation requires adopting diversified methods and paths. Formative evaluation captures students' learning performance through classroom observation, assesses their value cognition development through homework analysis, and records teachers' instructional reflections through teaching logs. These methods can promptly identify dynamic changes in the teaching process, providing a basis for instructional adjustments. Summative evaluation, on the other hand, verifies the achievement of educational goals through course assessments, gauges students' sense of gain and identification through questionnaires, and reflects the actual effectiveness of curriculum guidance and education of values through outcome demonstrations.

Data collection for evaluation should emphasize authenticity and effectiveness. Classroom observation should establish clear observation scales to ensure the systematic and objective recording of data. Student interviews require the design of scientific interview outlines to gain an in-depth understanding of students' genuine feelings and changes. Work analysis should establish unified evaluation criteria to guarantee consistency and fairness in the evaluation. At the same time, it is important to focus on cross-verifying data from different sources to enhance the reliability of evaluation results.

The application of evaluation results should promote continuous improvement in teaching. By establishing routine feedback mechanisms, evaluation results can be promptly provided to instructors to help them identify strengths and weaknesses in their teaching. Research and teaching activities based on evaluation results should be conducted, organizing instructors to share successful experiences and collaboratively address teaching challenges. Establishing a virtuous cycle mechanism of evaluation-improvement can drive the continuous enhancement of the quality of curriculum guidance and education of values.

6. Conclusion

This study confirms that curriculum value education must adhere to educational principles by systematically constructing a value-guided teaching system integrating "path—practice—evaluation." Through meticulous top-level design and organic integration in the teaching process, it achieves deep integration of knowledge delivery, competency development, and value guidance. The research further demonstrates that adopting differentiated practice models based on disciplinary characteristics and establishing a scientific multidimensional evaluation system are key to ensuring curriculum value education transitions from "formalization" to "effectiveness." This system provides frontline teachers with an actionable practical framework and offers theoretical references and practical pathways for universities to deepen "whole-person education" initiatives and fully implement the fundamental task of fostering virtue through education.

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