

Evaluation of Curriculum Ideological and Political Education in Chinese Higher Education: A Systematic Review

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Abstract

Much attention has been focused on evaluation of the curriculum ideological and political education in Chinese higher education. By means of a systematic literature review, this paper aims to analyze the current situation and the influencing factors of the curriculum ideological and political education evaluation in China. The key findings are highlighted that factors such as policy orientation, school factor, teaching factor, teacher factor, student factor etc. jointly influence the process and results of evaluation. These factors are intertwined, and together they shape the formation and development of the evaluation system of the ideological and political educations of Chinese higher education programmes. This article fills the limited gap in the systematic evaluation of curriculum ideological and political education in Chinese higher education context by adopting the preferred reporting item of systematic evaluation and meta-analysis (PRISMA) to review current research. The selected articles within the inclusion and exclusion criteria were from the two core journal databases Web of science and Scopus. An in-depth understanding of these influencing factors is important for optimizing the evaluation mechanism and improving the quality of the curriculum ideological and political education. Future research can further explore the interrelationships among the factors in depth and provide more scientific and effective guidance for advancing the construction of curriculum ideological and political education in Chinese higher education.

Keyword: Curriculum Ideological and Political Education, Evaluation, Chinese Higher Education

Introduction

In 2020, the Ministry of Education issued the Guidelines for the Construction of Ideological and Political Education (IPE) in Higher Education Curriculum, which made it very evident that implementing ideological and political education into curricula is a strategic way to carry out the core duties of developing morality and talent, and that constructing ideological and political education into curricula is a crucial task to fully enhance the quality

of talent cultivation (Li, 2023; Li & Fu, 2020). In this context, the teaching goal of cultivating students to enhance their self-learning ability, enhance their comprehensive cultural literacy, cultivate humanistic spirit and critical thinking ability, and meet the development needs of the country, society, schools, and individuals. IPE plays an essential role in Chinese higher education system (Dong et al., 2017), besides professional knowledge education, a complete higher education should incorporate political and ideological instruction. The Chinese government has proposed the teaching concept of IPE in the curriculum in order to guarantee the synergy of those two educational elements in universities and colleges (Shen et al., 2018). It is anticipated that classroom instruction will strengthen the relevance and affinity of IPE in order to meet students' requirements and goals for personal development. As a result, to ensure effective teach goals and requirements, teachers should integrate knowledge with moral education, ideals, and beliefs (Juan, 2020). It is possible to incorporate ideological guidance and the development of values into the teaching of each curriculum by thoroughly examining its political and ideological components.

Evaluation of the Curriculum Ideological and Political Education (CIPE) in Chinese higher education is a critical aspect of ensuring the quality and effectiveness of educational practices (Wang, 2021; Zhu, 2022), and for assessing the impact, relevance, and efficiency of educational practices in instilling political awareness, moral values, and ideological concepts among students (Zhang & Fagan, 2016). However, challenges such as the complexity of teaching content and declining communication efficiency need to be addressed to enhance the effectiveness of IPE within the curriculum (Bao-ying et al., 2022). The systematic review aims to analyze and synthesize existing literature on the evaluation of curriculum ideological and political education within the Chinese higher education system, exploring and analyzing evaluation methods, frameworks, and factors related to curriculum ideological and political education in colleges and universities in China.

Therefore, two main research questions of this systematic literature review are shown as below

RQ1: What is the current status of evaluation of curriculum ideological and political education in Chinese higher education?

RQ2: What are the factors influencing the evaluation of curriculum ideological and political education in Chinese higher education?

Overall, this systematic review will contribute to the existing body of knowledge on CIPE evaluation in Chinese higher education by highlighting key themes, current status, and suggestions for future research. By examining the evaluation of CIPE, this review aims to offer insights into the current state of evaluation practices, inform educators, policymakers, and researchers about the importance of robust evaluation practices in enhancing the quality and effectiveness of IPE in Chinese higher education institutions.

Literature Review

CIPE refers to systematically incorporated IPE into educational activities across a range of disciplines. Through the integration of ideological and political content throughout the curricula, it seeks to develop students' awareness of moral principles, political consciousness, and society duties (Wang, 2021). The CIPE involves integrating ideological and political theory across multiple courses to form an overall educational framework Yi & Meng (2021), which is intended to stress the political nature of educational content, functioning as an explicit and implicit resource for ideological and political education (Wang & Zhu, 2022). It extends

beyond standalone ideological and political theory courses to incorporate ideological elements into all types of courses, thereby transforming every course into an avenue for education (Wang, 2023). In addition, CIPE is essential for influencing students' political and ideological achievements and fostering their development. It contributes to the overall educational goals of Chinese colleges and universities by acting as a crucial concept and mechanism for carrying out ideological and political work in educational institutions (Wang, 2021). Teachers can improve the efficacy of ideological and political education within the curriculum by streamlining the logic of curriculum construction and integrating ideological and political components into education practices (Liu, 2022), improving the educational process and assisting students in internalizing political and ideological ideals, which has a deeper effect on their behavior and worldview (Zhu, 2022).

There is a connection between CIPE and ideological and political theory courses. Ideological and political theory courses, as well as CIPE, have a complicated relationship that shape educational outcomes. In order to attain a holistic educational approach, CIPE entails integrating ideological and political elements into professional courses (Li & Mao, 2022). On the other hand, political and ideological theory courses are overt types of ideological education that concentrate on political and ideological content. To increase the efficacy of IPE, the synergy between CIPE as well as ideological and political theory courses is highlighted. By ensuring that all courses—rather than simply those with clear ideological content—contribute to political and ideological education, which serves to reinforce the educational message across disciplines. Additionally, compared to typical courses on ideological and political theory, the integration of ideological and political elements into professional courses can heighten students' level of attention, interest and enthusiasm (Yi & Meng, 2021).

As an essential part of educational programs, curriculum evaluation ensures the efficacy, relevance, and quality, supports and reflects teaching practices and provides information for improving the curriculum. For the purpose of evaluating the efficacy and significance of educational initiatives, curriculum evaluation in the framework of IPE is crucial. The setting up of an effective system for evaluating the performance of IPE can not only assess its current state of development but also provide a concise summary of its drawbacks and shortcomings, serving as a scientific foundation for the continuous enhancement and improvement of the standard of IPE offered in Chinese colleges and universities (Bai et al., 2014). The significance of creating assessment methods specific to political and ideological education has been underlined by academics. To thoroughly evaluate the efficacy of ideological and political education curriculum, the evaluation process should incorporate qualitative models and methodologies (Cheng, 2022). Evaluating the effectiveness of this integration through comprehensive assessment methods is vital for enhancing the overall impact of IPE (Le & Zhao, 2023). According to Liu & Ma (2021), implementing the teacher evaluation system that emphasizes teaching quality can considerably improve the effectiveness of ideological and political courses. Evaluating the CIPE should consider both qualitative and quantitative evaluation models, diversified assessment systems, and the integration of political and ideological components into a range of courses is necessary for assessing the CIPE. The efficacy of ideological and political education programs can be improved by educational institutions by focusing on teaching quality and incorporating the opinions of stakeholders.

Despite the increased trends of research on CIPE in Chinese higher education, some scholars have explored the status of the construction CIPE through the practice cases carried

out by a specific course or discipline Huang (2024); Shan (2023); Yang (2023); Xue (2024); Liu et al (2022); Xu et al (2023); Lou (2021), and some scholars have discussed the connotation Juan (2020); Sun (2022); Wang (2023); Gao (2019), significance Juan (2020); Gao (2019); Zhao et al (2022) and implementation strategies Ma & Yan (2023); Hu (2023); Shao (2023) of CIPE from the theoretical perspective in a macroscopic way. However, there are few studies that reflect on the progress of the evaluation system of CIPE in higher education, especially the factors that influence the evaluation system, thereby leaving a gap. Reviewing the evaluation theoretical framework and methods of CIPE employed for Chinese higher education is therefore critically necessary. In order to outline the implementation of CIPE in higher education settings, this study undertakes a thorough and methodical assessment of evaluation methodologies. It is therefore anticipated that this study would shed light on the subject of evaluation of CIPE in Chinese higher education.

By closely reviewing similar studies in recent years, it seeks to fill the gap and provide insight into the present state as well as potential improvement for future advancement in the evaluation of CIPE. This work makes significant contributions to the field of CIPE-related knowledge systems. Stakeholders, including educators and course designers, can now better understand the factors influencing CIPE evaluation in the context of Chinese higher education thanks through this study, which may help CIPE evaluation development. Furthermore, this study makes it possible for interested parties to stay up to date on the most recent research.

Methodology

The Review Protocol (PRISMA)

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) is a widely accepted and applied recommendation for guaranteeing clear and comprehensive reporting of systematic reviews and meta-analyses (Moher et al., 2009). Some advantages provided by PRISMA enhance the quality and openness of systematic reviews and meta-analyses. Firstly, PRISMA offers a set of guidelines that can be used as a prescriptive tool for systematic reviews (Wicksono et al., 2021). The proposed questions of the study, inclusion and exclusion criteria, and statistical analysis in meta-analyses are crucial elements of a review which can be ensured researchers don't overlook. Secondly, as stated by Kader et al (2022), PRISMA makes it easier to define research questions clearly, which is a basic prerequisite for methodical research. It can improve the rigor of the research process by guaranteeing that the review is focused and organized. Thirdly, PRISMA ensures that the review is thorough and methodical by offering standards for inclusion and exclusion criteria, which helps with the accurate screening of the literature.

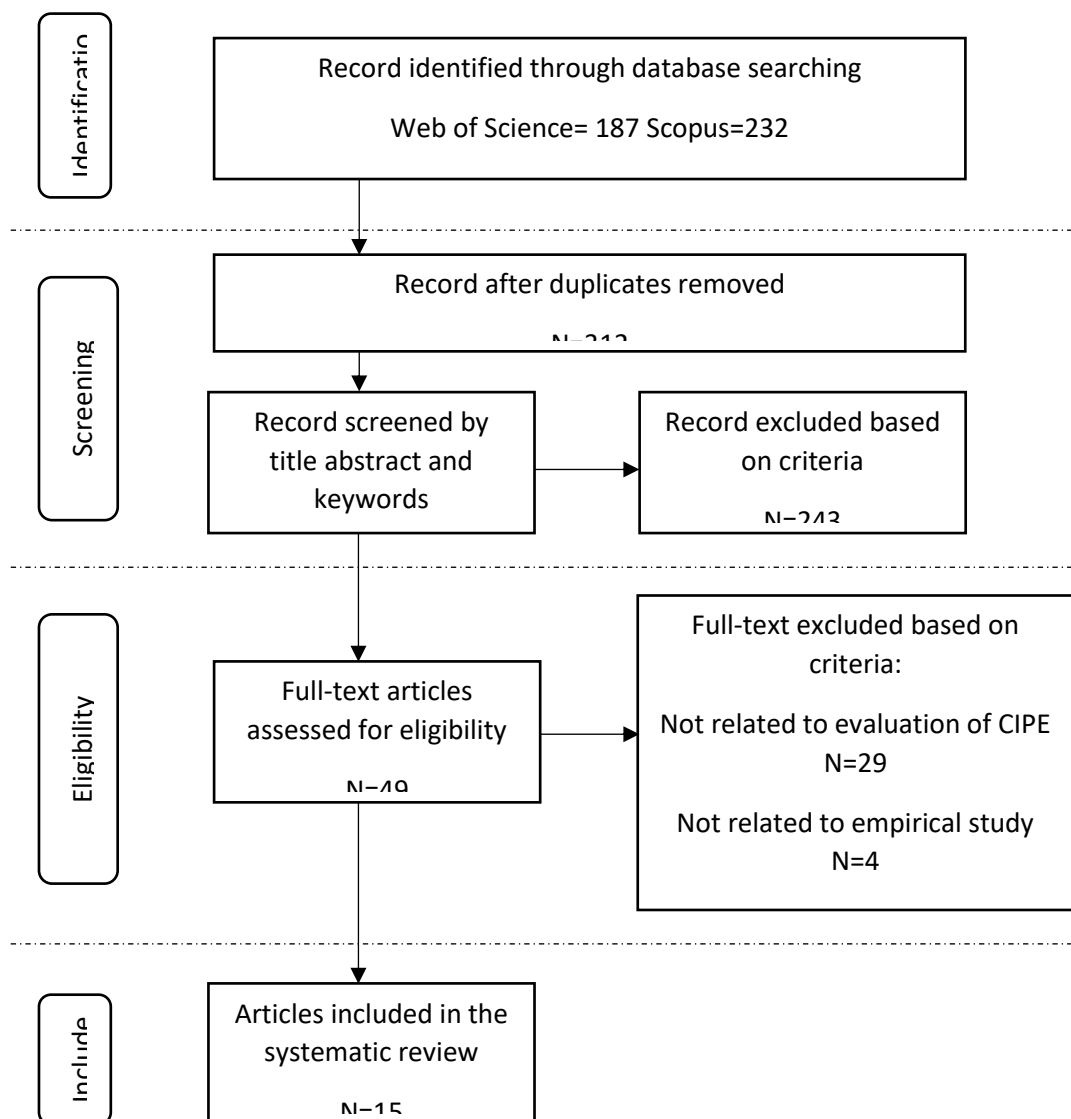


Figure 1: PRISMA model Systematic Searching Procedure

Database

Scopus and Web of Science (WoS) are the two primary databases utilized for article searches to fit the research objectives, due to their high-quality articles, stable search results, and more advanced search features. Both of the two databases cover a wide range of subject areas such as art and humanities, education, as well as social science.

Systematic Searching Procedure

The three primary phases of systematic searching procedures are identification, screening, eligibility and included (Figure 1).

The identification phase: Identification involves finding synonyms, related terms, and variations for the study's primary keywords, CIPE, moral education, ideological and political education, aiming to give the selected database more options for finding more related articles to include to the systematic review. The keywords from prior research, and keywords recommended by Scopus and Wos were all employed in this study. Additionally, based on the current study topic the author enhanced the present keywords and generated the whole

search string on the database of Web of Science and Scopus, by using boolean operators, phrase searching, and truncation. As indicated in Table 1, terms associated with and comparable to ideological and political education were utilized.

Table 1

The Search String Utilized During Systematic Review Procedure

| Database | Keyword Used |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Scopus | (TITLE-ABS-KEY ("curriculum ideological and political education*" OR "ideological and political education" OR "moral education") AND TITLE-ABS-KEY (China) AND TITLE-ABS-KEY ("evaluation" OR "assessment" OR "evaluate" OR "assess")) AND PUBYEAR > 2015 AND PUBYEAR < 2024 AND (LIMIT-TO (SRCTYPE, "j")) AND (LIMIT-TO (LANGUAGE, "English")) |
| Web of Science | TS= ("curriculum ideological and political education*" OR "ideological and political education" OR "moral education" (Topic) and china (Topic) and "evaluation" OR "assessment" OR "evaluate" OR "assess" (Topic) and Article (Document Types) and English (Languages) and 2016 or 2017 or 2018 or 2019 or 2020 or 2021 or 2022 or 2023 or 2024 (Publication Years) |

The screening phase: The researcher identified duplicate papers in WOS and Scopus. The remaining publications underwent an examination to determine whether they satisfied the researcher's criteria. All 312 articles were subjected to the article selection criteria, which were automatically applied in the database using the sorting approach. The research question for the review served as the basis for the selection criteria. The advice that the writer should ascertain the article time range before examining has been adopted by the author because it is not feasible to read every article.

According to the database search results, many studies on evaluation of curriculum ideological and political education have been conducted since 2016. Nevertheless, the years following 2016 were the subject of relatively few systematic reviews. Consequently, the time frame from the years 2016–2024 were selected as one of the inclusion criteria. To ensure the review's quality, only empirically based studies that were published in a journal were included. To further reduce misunderstandings, only content written in English was included. Additionally, only publications that dealt with ideological and political education were chosen for this review (Table 2). Using this technique, 107 duplicate articles were eliminated and 243 items that didn't fit the inclusion requirements were excluded.

Table 2

The search string used for the systematic review process.

| Criterion | Eligibility | Exclusion |
|--------------------|-------------------------------|-----------------------------------------------------------------|
| Time | Between 2016 to 2024 | <2016 |
| Type of Literature | Empirical | Conference proceedings, review articles, book chapters, reports |
| Language | English | Non-English |
| Scope | Related to evaluation of CIPE | Not related to CIPE and evaluation |

The eligibility phase: There were forty-nine articles prepared. More importantly, at this point, all of the articles' titles, abstracts, and contents were carefully reviewed to make sure they satisfied the inclusion requirements (Table 2) and could be used in the current study to achieve the research objectives. 34 articles were removed as a result because they had nothing to do with empirical data or the context of evaluation of CIPE. At last, 15 articles were prepared for analysis.

Following the three stages, only articles that actually satisfied the criterion were included which comprised mixed methodologies, qualitative, and quantitative research. Essential points for exclusion included books, book series, chapters in books, conference proceedings, systematic review articles, non-English publications published before 2016, and non-ESL articles. Each of these elements was taken into account to provide high-quality data. The steps taken are shown in Figure 1.

Findings

Following data extraction and synthesis, 15 articles dealing with evaluation of CIPE related Chinese higher education were found. Table 3 is a summary of all these articles.

Table 3

Research of Journal Papers on CIPE Evaluation in Chinese Higher Education (2016–2024)

| | Author(s) | Title | Type of the study | Instruments & Participants | Context | Factors |
|---|-----------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| 1 | Bai, 2018 | Research on the Performance Evaluation of Ideological and Political Education of College Students Based on Fuzzy Comprehensive Evaluation | Quantitative and Qualitative | Author-developed evaluation index system, Experts | performance evaluation of IPE for college students | Student Performance Evaluation: education process; policy implementation; subject; information system; input and |

| | | | | | | |
|---|----------------------|----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | | environment |
| 2 | Shen et al., 2018 | Ideological and Political Education in Curriculum of Traffic Engineering: An Example of Traffic Environmental Impact Assessment Course | Quantitative | Students and teachers | Chinese Traffic Engineering education | Teacher; teaching process; |
| 3 | Di et al., 2018 | Teaching Quality of Ideological and Political Education in Colleges Based on Deep Learning | Quantitative experimental research | Author-developed evaluation index system, unclear participants | Ideological and Political Education of Chinese higher education | Teacher quality; Teaching attitude; Teaching content; Teaching method; Teaching effect |
| 4 | Asif, T.et al., 2020 | Moral Education for Sustainable Development: Comparison of University Teachers' Perceptions in China and Pakistan | Quantitative and Qualitative | classroom observation; questionnaire, Teachers interviews | University moral education in China and Pakistan | Values Focused; Values and Students' Cognitive Level; Promoting Classroom Discussion; Critical Thinking and Problem-Solving Approach; Concept of moral education; Application of Teaching Methods; Basis for Selecting Method |

| | | | | | | |
|----|----------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------|-----------------------------------|----------------------------------------------------------------------------------------------|
| 5 | Eryong& Li, 2021 | What is the ultimate education task in China? Exploring "strengthen moral education for cultivating people" ("Li De Shu Ren") | | Unclear | Chinese high education | Moral education policies; Evaluation suggestions |
| 6 | Liu& Tsukamoto, 2021 | A Component Analysis of "Ideological and Political Competence" in College English Education in China | | | Chinese college English education | Cognitive Competence ; Thinking Competence ; Practical Competence ; Emotional Competence |
| 7 | Li, 2022 | A Data Mining-Based Method for Quality Assessment of Ideological and Political Education in Universities. | Quantitative-experimental | | Chinese high education | Teaching attitude; Teaching content; Teaching method; Teaching effectiveness |
| 8 | Ding et al., 2022 | Quality Evaluation of Ideological and Political Education in Universities Based on BP Neural Network | Quantitative and Qualitative | Author-developed questionnaire and in-depth interviews, Ts and Students | Chinese high education | Instructional prerequisites; Teaching process; Teaching effect |
| 9 | Cheng,2022 | Evaluation Method of Ideological and Political Classroom Teaching Quality Based on Analytic Hierarchy Process | | | Chinese high education | Curriculum design; Teaching staff; Student cognition; Development evaluation; System design, |
| 10 | Wang et al., 2023 | An Effect Assessment System for | Quantitative | Unclear | Chinese Engineering | Graduation achievements and |

| | | | | | | |
|--------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | Curriculum Ideology and Politics based on Students' Achievements in Chinese Engineering Education | | | Education | the CIPE effect assessment |
| 1 1 | Zhang & Yin, 2023 | A study on the factors influencing the development of the thinking and politics of higher education courses in China based on the "O2O" model | Quantitative | Interviews ; questionnaire, Teachers and Students | Chinese continuing education of higher education | education concept; education content; teaching method; teaching evaluation |
| 1 2 | Wang et al., 2023 | An Effect Assessment System for Curriculum Ideology and Politics based on Students' Achievements in Chinese Engineering Education | Quantitative | | Chinese engineering education | Course objective accomplishment; Achieving ratio calculation; CIPE effect quantification; Achievement visualization; CIPE effect visualization; Incentives and feedback |
| 1 3 | Huang & Aldada, 2023 | Analysis and Research on Influencing Factors of Ideological and Political Education Teaching Effectiveness Based on Linear Equation | Quantitative | questionnaire survey | Chinese higher education | Teaching effectiveness: Students; Teachers; Teaching |

| | | | | | | |
|----|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------|
| 14 | Li et al., 2024 | Valuation of the cultural adaptation and psychometric properties of the Chinese version of the hidden curriculum evaluation scale in nursing education | Quantitative | 44-item HCES-N scale, Students | Hidden Curriculum Evaluation in Nursing Education | school atmosphere; professional Acquisitions; student-teacher-school interaction |
| 15 | Ren et al., 2024 | A quantitative analysis of the influence of ideological and political education on students' learning satisfaction | Quantitative | Teaching quality evaluation scale (Yu, 2015); Student satisfaction evaluation scale (Wang, 2020); The curriculum IPE evaluation scale (Wu, 2022), Students | Chinese higher education | The quality of teaching; course IPE; students' learning satisfaction evaluation |

Discussion

Research on the evaluation of CIPE in teaching specific majors is still in the preliminary exploration stage. There are relatively more theoretical studies on the evaluation of CIPE, and few existing empirical studies focused on Chinese higher education as a whole context and evaluation in engineering, nursing, economics majors where IPE elements are relatively well tapped, while the practice of reforming the CIPE in courses such as science, law, English, agronomy and other disciplines that are more specialized in the field is still lacking. In order to achieve the organic integration of CIPE and different professional disciplines, we should strengthen the teachers' leading role in the reform of IPE and enhance the exchange and cooperation between ideological and political theory teachers and professional teachers, leading to better exploration of the CIPE elements of the professional courses and improvement of CIPE construction.

Table 4

Research Method Employed in Evaluation of CIPE in Chinese Higher Education

| Research method | Number of articles |
|------------------------------|--------------------|
| Quantitative | 9 |
| Qualitative | 0 |
| Quantitative and Qualitative | 3 |
| Not mentioned | 3 |

Referring to the methodology approaches applied in CIPE evaluation, the Table 4 showed that quantitative method is mainly used among existing studies accounting for 60%, but the determination of the weights of the influential factors is limited to the subjective assignment method, which lacks statistical significance and makes it difficult to comprehensively, dimensionally, and quantitatively examine the quality of the IPE of the university curriculum. Data on the prevalence and effects of educational settings in the HC need to be gathered through more rigorous and standardized quantitative research that makes use of surveys, questionnaires, and standardized assessments (Akçakoca & Orgun, 2021; Baş & Duran, 2022). Qualitative research is zero, no in-depth detailed qualitative research has been carried out on CIPE evaluation. Only 3 selected papers utilized the mixed method design combining quantitative and qualitative approaches, which integrate qualitative data from questionnaire survey and quantitative data through observation, interviews which can result in a more thorough understanding of the effectiveness of CIPE.

There are many connections and factors that go into implementing CIPE. Insufficient fulfillment of the responsibilities of different administrative units or groups in colleges and universities will lead to a lack of enthusiasm for curriculum reform, unequal teaching outcomes, inconsistent evaluations of students' recognition and understanding of the curriculum, and so on. The evaluation of CIPE in Chinese university is influenced by a variety of factors (Table 5), the main ones of which include:

Table 5

Summary of Factors influencing evaluation of CIPE in Chinese higher education

| No. | Author | School factor | Teacher factor | Student factor | Teaching factor | Other factors |
|-----|-----------------------|---------------|----------------|----------------|-----------------|---------------|
| 1 | Bai, 2018 | * | * | | * | |
| 2 | Shen et al., 2018 | | | | * | |
| 3 | Di et al., 2018 | | * | | * | |
| 4 | Asif et al., 2020 | | | * | * | |
| 5 | Eryong & Li, 2021 | * | | | * | * |
| 6 | Liu & Tsukamoto, 2021 | | | * | | |
| 7 | Cheng, 2022 | * | | * | * | |
| 8 | Ding et al., 2022 | | * | * | * | |
| 9 | Li, 2022 | | | | * | |
| 10 | Wang et al., 2023 | * | * | | * | |
| 11 | Zhang & Yin, 2023 | * | | | * | |
| 12 | Wang et al., 2023 | * | | | * | |
| 13 | Huang & Aldada, 2023 | | * | * | * | |
| 14 | Li et al., 2024 | * | | | * | |
| 15 | Ren et al., 2024 | * | * | * | * | |

Policy factor: the Chinese government has put forward requirements and guidelines for the ideology and politics of university courses, the evaluation system is often influenced by relevant policies.

School factor: School education system and management mechanism such as the education management mechanism, evaluation standards and procedures within the university, the school's cultural tradition, school orientation and development direction, as well as the school's core values, expert evaluation and disciplinary evaluation, will also play a guiding role in the evaluation (Bai, 2018; Eryong & Li, 2021; Cheng, 2022; Wang et al., 2023; Zhang & Yin, 2023; Wang et al., 2023).

Teaching factor: 93.33% of the reviewed studies focus on teaching content and teaching methodology: the quality of curriculum design, teaching content, the degree of innovation in teaching methodology, and the teaching level of teachers are all important considerations in the evaluation. The integration of IPE elements into the teaching process is of utmost importance. The integration entails a number of activities, including locating ideological and political components in the curriculum, developing curriculum systems that include these components, and using an ideological and political lens to evaluate the effectiveness of instruction (Le & Zhao, 2023; Cheng, 2022). Additionally, the influence of new media, social platforms, and technological advancements employed during the teaching procedures on IPE effectiveness cannot be overlooked (Cheng, 2022; "An Improved Performance Evaluation Index System and Fuzzy Evaluation Model of College Students' Ideological and Political Education," 2018).

Teacher factor: Teachers contribute significantly to the whole curriculum implementation process, developing their moral consciousness, cultural literacy and modifying their pedagogy and competence to incorporate political and ideological elements, (Di et al., 2018; Wang et al., 2023; Huang & Aldada, 2023; Liu & Jia, 2023). In addition, it is recommended that students enhance their moral literacy in order to effectively participate in the political and ideological elements taught in the curriculum (Liu & Jia, 2023). The efficacy of ideological and political education is influenced by teachers' practical abilities, pedagogical rationality, ideological and political assessment, and cooperation with other professionals (Chang et al., 2022; Meng, 2020; Wang, 2021). Furthermore, the quality of ideological and political education is also influenced by the way that teachings are designed, teachers' self-efficacy, and their level of job burnout (Zhang, 2018; Guo et al., 2020; Liu & Ma, 2021).

Student factor: Student feedback and participation as well as student satisfaction in the course, as well as their understanding and acceptance of CIPE, will also have an impact on the evaluation. Furthermore, the influence of external factors such as new media, social platforms, and technological advancements on students' ideological and political education experiences cannot be overlooked (Cheng, 2022). Within educational institutions, students have an influence on the efficacy and results of ideological and political education programs (Li, 2016; Liu et al., 2022). Their participation, receptiveness, and understanding of political and ideological concept have direct impact on how these educational programs are evaluated (Liu et al., 2022). Furthermore, the success of ideological and political education initiatives is largely dependent on students' moral development, political consciousness, and ideological awareness (Li, 2016; Liu et al., 2022).

Above factors interact with each other and together determine the outcome and direction of the evaluation of CIPE in Chinese colleges and universities' curricula. Future research on evaluation of CIPE should pay more attention on following aspects. Firstly, the study of CIPE evaluation has gradually focused on the important role played by teachers in

the teaching and learning process. The key to the construction of CIPE lies in the teachers. How to change the educational concepts of teachers, mobilize the initiative and creativity of teachers in curriculum teaching and reform, and improve the theoretical knowledge and competence of teachers are important factors influencing the effective implementation of CIPE and the hotspots and focuses of future research. Secondly, There are fewer studies on the evaluation of CIPE evaluation, which means that the application of CIPE in the curriculum has not yet matured, leading to the construction of the evaluation is still in the exploratory stage. At present, the research on CIPE focuses on the excavation of the elements and the implementation of teaching, and there are fewer studies on the evaluation of the implementation effect. The existing studies have discussed the evaluation principles, standards and strategies of CIPE, which are relatively macroscopic and lack of specific operability and repeatability. Focus should be given to how to scientifically and systematically incorporate the influencing factors into the construction of the evaluation system while focusing on empirical research in the future.

Conclusion

In summary, the papers related to evaluation of CIPE in Chinese higher education have been reviewed in this study with the purpose of analyzing the situation and factors of curriculum ideological and political education evaluation. As a result, this paper fills the limited gap in the systematic evaluation and assessment of CIPE in Chinese higher education. Based on inclusion and exclusion criteria, 15 articles were included utilizing two significant databases, WOS and Scopus. The primary finding highlights the four aspects of factors—school factor, teacher factor, teaching factor and student factor—influencing the effectiveness of CIPE in Chinese higher education context. In the future similar research, those factors can be modified and enhanced in response to particular teaching environment, participant requirements, and rapidly advancing technological advancements to guarantee ongoing development and effectiveness of CIPE. In addition, this study also suggests possible directions for higher education to improve the evaluation quality of CIPE, for example the focus on the important role played by teachers in the teaching and learning process should be emphasized, how to scientifically and systematically incorporate the influencing factors into the construction of the evaluation system should be considered.

However, this study has some limitations. Firstly, only two databases from WoS and Scopus were employed in this systematic literature evaluation. Articles that fit the selection criteria might be present in other databases. Thus, if other databases (e.g., Google Scholar) were used to conduct this review, the results may be slightly different. Secondly, the limited number of articles that were synthesized for this study was constrained by the criteria used for article selection and rejection. As a result, throughout the article screening process, some articles that were related to the study might be rejected. Thirdly, the study's findings only give a general picture of the evaluation of CIPE in the context of Chinese higher education and the results may be slightly different from context of secondary education and so on. Future research could explore these three aspects in more depth to further analyze the elements of integrating IPE throughout professional courses in Chinese higher education.

Despite its limitations, this systematic review can help advance digital collaborative learning, helping practitioners in related domains and opening up novel possibilities for investigation. The review also bridges the gap regarding influencing factors that contribute to evaluation of CIPE, which is crucial for accomplishing higher education's sustainable development goals.

The current systematic literature review provides a substantial theoretical and contextual contribution by synthesizing research on the evaluation of Curriculum Ideological and Political Education (CIPE) in Chinese higher education from selected databases. This review consolidates the present understanding of CIPE implications highlighting complex factors and trends related to the CIPE evaluation. Through its comprehensive analysis, it sheds light on the factors influence the effectiveness and quality of CIPE, offering valuable insights for both researchers and educators. Moreover, by contextualizing these findings within the broader education landscape, the review underscores the significance to advances theoretical knowledge but also informs strategic planning and policy development, playing a crucial role in shaping responses to the evaluation of CIPE in education.

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