

# Research on the Construction of an Artificial Intelligence- Empowered Evaluation System for Ideological and Political Teaching in College English Courses

Shaofan Wang

Foreign Language Department, North China Electric Power University, Baoding 071003, China

## Abstract

Under the background of the continuous promotion of ideological and political college courses and the deep integration of artificial intelligence technology into the teaching scene, the evaluation of college English teaching can no longer stay at the level of language knowledge testing and final performance accounting. College English has both instrumental, humanistic and value guidance functions. Text reading, cross-cultural communication, oral expression and writing training in the classroom all contain space for value shaping. Artificial intelligence technology can record the learning process, analyse learning behaviour, identify expression tendencies, generate feedback suggestions, and provide more detailed data support for the ideological and political evaluation of the course. This article analyses the construction of the ideological and political teaching evaluation system of artificial intelligence-enabled university English courses, puts forward the principle of value should be adhered to, and discusses the implementation strategy from different aspects. At the same time, it puts forward the guarantee path from the level of platform construction, teacher training and departmental collaboration. The study believes that intelligent evaluation does not replace teachers' judgement with technology, but improves the accuracy, continuity and educational orientation of evaluation through data analysis, so that college English courses can better implement the requirements of moral cultivation in language ability cultivation.

## Keywords

Artificial intelligence; college English; curriculum thought and politics; teaching evaluation; evaluation system.

## 1. Introduction

College English is a wide-coverage course in the public basic courses of colleges and universities. Its teaching targets come from different majors, and the classroom content often involves cultural comparison, social issues, international communication and value judgement. The ideological and political construction of the curriculum requires all kinds of courses to give full play to the function of educating people. The "Guideline for the Ideological and Political Construction of the Curriculum of Higher Education Institutions" clearly proposes that ideological and political education should be integrated into the talent training system and give full play to the educational role of each course. This means that the evaluation of college English teaching can not only focus on vocabulary, grammar, listening, speaking, reading and writing, but also on whether students have formed correct cultural understanding, sense of home and country, sense of social responsibility and cross-cultural expression ability in the process of language learning[1-3]. In the past, the evaluation method relied mostly on teachers' experience and stage examinations, with insufficient process records and insufficient presentation of value goals. After artificial intelligence enters the teaching scenario, it can form

continuous data from learning trajectory, classroom interaction, homework performance, oral expression, writing content, etc., providing new technical possibilities for the ideological and political evaluation of the course. AI exhibits significant potential for optimizing pedagogical efficiency and enriching learning experiences. AI in education refers to the integration of AI into the educational practices to ensure that the entire learning process is effectively supported. In the context of instructional designs, AI is viewed as harnessing advanced technologies to assist and augment the learning and teaching process.

## **2. The Construction Principle of The Ideological and Political Teaching Evaluation System of Artificial Intelligence Empowering University English Courses**

### **2.1. Value-oriented principle**

In terms of the nature of the curriculum, college English is not a simple language tool training course. It undertakes the important task of helping students understand China, understand the world, and improve cross-cultural communication skills. According to the relevant information of the College English Teaching Guide (2020 Edition), the content of college English teaching involves many aspects such as curriculum positioning, teaching objectives, evaluation tests, teaching methods, teacher development, etc., indicating that its evaluation itself has comprehensive characteristics. Therefore, the primary principle of the artificial intelligence-enabled evaluation system should be value-oriented. The so-called value orientation is not to attach ideological and political content rigidly to the English classroom, but to observe students' value understanding and expression ability in language learning tasks. For example, in thematic reading, evaluate whether students can accurately understand the cultural position behind the text; in oral discussion, pay attention to whether students can rationally express Chinese views; in writing training, judge whether they have a sense of responsibility and logical expression ability. Artificial intelligence can assist in identifying keywords, emotional tendencies and argument structures in students' expressions, but the final evaluation still needs to serve the goal of cultivating morality and cannot be led by data scores.

### **2.2. The principle of pluralism**

The effective implementation of ideological and political evaluation of the course should not only rely on the final grades to judge students' learning results, but should be embedded in the complete process of college English teaching. Traditional evaluation is easy to form a pattern of "teacher's one-way judgement". Students are only evaluated, and their sense of participation and reflection is insufficient. After artificial intelligence is empowered, the evaluation subject can be expanded. Teachers can judge students' learning status based on the platform data. Students can understand their language shortcomings and expression problems through intelligent feedback. Peers can also evaluate each other around classroom presentation, theme discussion and project tasks[4-5]. The principle of pluralism emphasises the richness of information sources and the moderate decentralisation of evaluation power. For example, after the student completes the demonstration task of Chinese cultural translation, the teacher evaluates its language accuracy and value expression, peers evaluates its communication effect, the platform records its preparation process and modification traces, and the students themselves complete the reflection and summary. The evaluation results formed in this way are closer to the real learning process, and can also avoid a single score blocking students' growth and changes.

### 3. Implementation Strategy of The Ideological and Political Intelligent Evaluation System of College English Courses

#### 3.1. Establish a multi-source data collection mechanism

The more prominent difficulty in Cheng Sizheng's evaluation is that students' value understanding, emotional attitude and behavioural changes are often not easy to observe directly. If you only rely on a test, an essay or a final score, it is difficult to judge whether the student has really absorbed the educational content of the curriculum. Therefore, the establishment of a multi-source data collection mechanism should shift the evaluation perspective from a single result to a complete learning process. Specifically, classroom speech records, online learning platform logs, writing homework texts, oral training audio, project display results, learning reflection logs and peer mutual evaluation information can be included in the scope of evaluation, so that inside and outside the classroom, online and offline, explicit achievements and implicit performances complement each other. The artificial intelligence system can sort out and preliminarily analyse these materials, such as identifying students' tendency to express themselves in cultural issues, counting the frequency of their participation in thematic discussions, and analysing whether the composition views are sufficiently developed. It should be emphasised that the more data collection, the better, but should be reasonably carried out around the evaluation objectives, and the boundaries of data use, privacy protection requirements and feedback purposes should be clarified[6-7]. Only when the data source is true, the index setting is clear, the use process is standardised, and the intelligent evaluation can have a reliable foundation. In order to further illustrate the practical basis of the multi-source data collection mechanism, the following data can be supplemented in combination with the construction of China's digital education platform.

**Table 1.** The digital education platform supports the realistic basis of ideological and political evaluation of college English courses

Case	Actual Situation	Argumentative Support
Online Education User Scale	As of December 2025, the number of online education users in China has reached 327 million.	Demonstrates that online learning, process tracking, and intelligent feedback have already established a broad user base.
Total Number of Users of the National Smart Education Public Service Platform	The total number of users on the National Smart Education Public Service Platform has exceeded 178 million, covering more than 200 countries and regions.	Indicates that the construction of intelligent teaching platforms in higher education is supported by a relatively mature public platform environment.
Platform Access Activity	The platform records an average of 52 million daily visits, with cumulative visits surpassing 72.6 billion.	Shows that learning behavior data, resource access data, and process-based evaluation data can be continuously collected.
Digital Training for Teachers	The platform has provided digital training for over 90 million teacher-participations and established more than 500,000 teacher research and collaboration groups.	Suggests that teachers have developed a certain level of practical experience in participating in intelligent evaluation and data interpretation.
Case of Intelligent Agent for Ideological and Political Education	The Ministry of Education has launched an intelligent agent for ideological and political education, covering seven major application scenarios such as freshman orientation and Party and Youth League development, and it has been piloted in some universities.	Confirms that there are existing real-world cases supporting the integration of artificial intelligence with curriculum-based ideological and political evaluation.

### **3.2. Promote the integration of whole-process evaluation**

The effective development of ideological and political evaluation of college English courses should not only stay in the final stage, but should be embedded in the continuous teaching chain of pre-class preparation, classroom participation and after-class expansion. Before class, teachers can use the intelligent platform to understand students' mastery of the theme background, cultural knowledge and related vocabulary, so as to judge the starting point of teaching and reasonably adjust the difficulty of imported materials and tasks. In the class, the evaluation can focus on students' discussion performance, display quality, cooperative participation and language output, and observe whether they can put forward views around the theme, whether they can maintain objectivity and rationality in cross-cultural comparison, and whether they can express China's position more accurately in English. After class, students' knowledge transfer ability and ideological understanding depth can be examined through tasks such as English short comments, cultural introduction, social topic writing and learning reflection. The key to the integration of whole-process evaluation is to connect formative evaluation and final evaluation, so that normal performance, task results, ideological and political understanding and language ability together constitute the evaluation basis. Artificial intelligence can provide process records and personalised feedback, but the evaluation criteria and value direction should still be grasped by teachers. This can not only reduce the limitation of "one test to determine the results", but also gradually implement the ideological and political goals of the course in continuous learning.

### **3.3. Improve the evaluation feedback improvement mechanism**

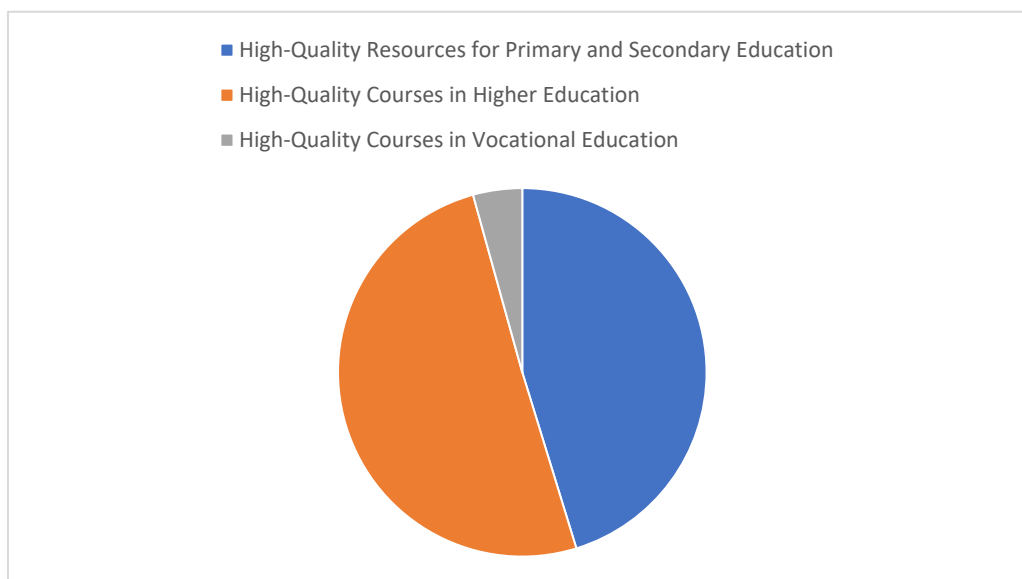
Only when the evaluation results really return to students' learning and teachers' teaching can they play a role in educating people. For students, the feedback of the intelligent platform should not only give simple levels such as "excellent, good, average", but should point out specific problems, such as insufficient expression of views, cultural understanding at the surface, lack of Chinese cases in argumentation materials, lack of coherent English expression logic, etc., so that students can clarify the direction of follow-up improvement. For teachers, the artificial intelligence system can summarise common problems at the class level and help teachers judge which ideological and political topics need to be supplemented, which language tasks need to be redesigned, and which students need further guidance. For course managers, the evaluation data can also reflect the construction of course resources, the arrangement of teaching activities and the achievement of goals, and provide reference for subsequent course optimisation. It can be seen that the evaluation feedback mechanism should not stay at the statistical level of fractions, but should form a continuous closed loop of diagnosing problems, analysing causes, adjusting teaching, and tracking improvement[8]. It should be noted that algorithms can only provide auxiliary judgement and cannot replace teachers' educational interpretation and value guidance. The more reasonable approach is that artificial intelligence provides diagnostic clues, teachers make comprehensive judgements in combination with classroom observation, and then provide students with specific and actionable suggestions for improvement.

## **4. The Guarantee Mechanism for The Implementation of The Artificial Intelligence-enabled Teaching Evaluation System**

### **4.1. Improve the function of the intelligent teaching platform of colleges and universities**

For the intelligent evaluation system to really operate, it cannot be separated from the support of a stable, convenient and suitable platform for teaching scenarios. At present, many colleges and universities have built online teaching platforms, but the functions of some platforms are

still focussed on basic links such as resource uploading, homework submission, attendance record and performance statistics, and the support for the ideological and political evaluation of college English courses is not sufficient. To make artificial intelligence better serve teaching and evaluation, the platform construction should change from "usable" to "good to use, can analyse, and can feedback". In terms of functional settings, the platform should support the collection and integration of text, audio, video, classroom interaction, learning logs and other types of data, so as to facilitate teachers to fully understand the learning process of students. In the evaluation module, language ability, cultural understanding, discrimination and expression, value recognition and learning attitude should be integrated into the unified framework in combination with the characteristics of college English courses to avoid the fragmentation of evaluation content. The platform should also provide clear and intuitive data presentation methods, such as students' learning change curves, task completion, common expression problems and the overall trend of the class[9-10]. Judging from the resource structure of the national smart education public service platform, digital education resources have covered different levels such as basic education, vocational education and higher education, which provides a referenceable realistic sample for colleges and universities to build an intelligent and comprehensive evaluation platform, Figure 1. Technical construction should not pursue functional stacking, but should focus on the real needs of teachers, so that teachers can understand data, use results, change teaching, and improve evaluation efficiency under the premise of data security.



**Figure 1.** Resource Composition of the National Intelligent Education Public Service Platform (as of December 2025)

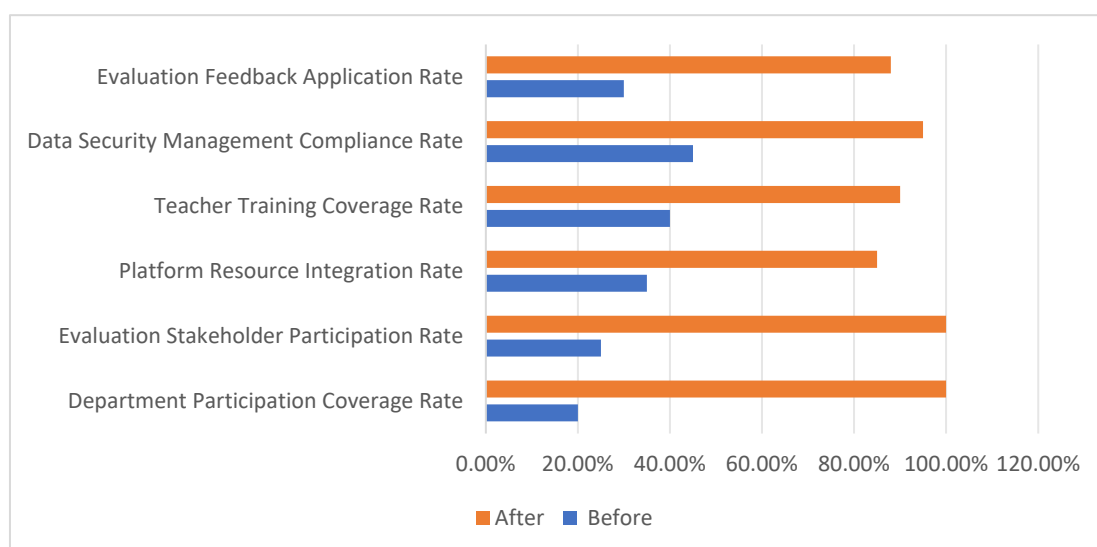
#### 4.2. Carry out teachers' professional ability training

After artificial intelligence entered the teaching evaluation, the role of teachers was not weakened, but higher requirements were put forward for the professional ability of teachers. College English teachers usually have strong language teaching ability and classroom organisation ability, but there may still be problems of insufficient understanding or unfamiliar use in intelligent scoring, learning analysis, data chart interpretation and algorithm feedback application. If teachers cannot accurately understand the platform data, artificial intelligence evaluation is likely to stay at the formal level. Based on this, colleges and universities should systematically carry out professional ability training for teachers. On the one hand, it is necessary to help teachers improve the ability to transform ideological and political goals of the curriculum, so that they can transform the value guidance content into specific classroom tasks

and evaluation indicators; on the other hand, it is necessary to strengthen the application training of artificial intelligence tools, so that teachers can master the basic methods such as data viewing, text analysis, feedback generation and personalised guidance. At the same time, it is also necessary to cultivate teachers' data judgement ability and avoid simply relying on systematic conclusions. The training method should not be limited to the level of theoretical lectures. Workshops can be carried out in combination with real teaching cases to guide teachers to complete task design, indicator setting, data interpretation and teaching adjustment around a unit theme, and transform technical results into teaching actions. Artificial intelligence empowerment evaluation is of practical significance.

### 4.3. Promote the collaborative participation of various departments

The implementation of ideological and political intelligent evaluation of college English courses is not a work that can be completed independently by a teacher or a teaching unit, but a system project involving teaching management, platform construction, resource supply, data security and quality monitoring. Colleges and universities should establish a clear coordinated operation mechanism, so that different departments can form a synergy under the same goal of educating people. The academic department can be responsible for the evaluation system design and curriculum quality coordination, the foreign language teaching unit is responsible for the teaching content organisation and evaluation task design, the information technology department is responsible for platform construction, technical maintenance and data security protection, and the Marxist College or the curriculum ideological and political research centre can provide value guidance, case resources and theories. Support, the teaching supervision department can participate in the evaluation of quality feedback and improvement suggestions. In order to further explain the role of departmental cooperation in promoting the implementation of the ideological and political intelligent evaluation of college English courses, the operation status before and after collaboration can be compared, as shown in Figure 2. If there is a lack of communication between departments, it is easy to disconnect platform functions from classroom needs, inconsistency between evaluation indicators and course goals, and unclear boundaries of data collection. Promoting collaborative participation is not to increase unnecessary management processes, but to gradually form a replicable and popularised operation mechanism through regular discussions, pilot courses, case sharing, evaluation reports, etc., so that intelligent evaluation can move from individual course exploration to normalised construction.



**Figure 2.** Comparison table of the operation effect before and after departmental collaborative participation

## 5. Conclusion

In general, the construction of the ideological and political teaching evaluation system of artificial intelligence empowering university English courses is not only the renewal of the teaching evaluation method, but also the further deepening of the function of university English education. Compared with traditional evaluation, intelligent evaluation places more emphasis on process recording, data diagnosis and personalised feedback, which can make up for the lack of attention to the learning process in single examination evaluation. But it must be seen that artificial intelligence is just a tool, and the core of the evaluation system is still the goal of educating people, curriculum logic and teacher judgement. The ideological and political evaluation of college English courses should be value-oriented to coordinate the cultivation of language ability, the improvement of cultural understanding and the shaping of students' character. Through multi-source data collection, whole-process evaluation integration and feedback improvement mechanism, a more real, continuous and improveable evaluation model can be formed. Only the ideological and political evaluation of college English courses can truly serve learning.

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