

Research on History Teaching Strategies in Universities from the Perspective of “Teaching Evaluation” Consistency

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Abstract: This paper explores the research on history teaching strategies in universities based on the perspective of “teaching evaluation” consistency. By analyzing the characteristics, current status, and challenges faced by history teaching in universities, and combining it with the theoretical framework of “teaching evaluation” consistency, overall evaluation and comparison of history teaching strategies in universities, as well as optimization and improvement of history teaching strategies based on this perspective, suggestions and prospects for the development of history teaching in universities are proposed.

Keywords: Teaching evaluation; Consistency perspective; University history teaching; Teaching strategies; Optimization and improvement

1. The Theoretical Framework of “Teaching Evaluation” Consistency Perspective

1.1 The Concept and Connotation of “Teaching Evaluation”

“Teaching evaluation” refers to the systematic evaluation and analysis process of teaching activities, aimed at comprehensively understanding the teaching quality, effectiveness, as well as identifying problems and improvement areas within the teaching process. Its connotation encompasses several aspects:

Firstly, teaching evaluation includes the assessment of teaching objectives. Teaching objectives are the core of teaching activities, and teaching evaluation should assess the clarity, feasibility, and practicality of teaching objectives to ensure their achievement and realization. Secondly, teaching evaluation involves the evaluation of teaching content. The design of teaching content directly impacts the effectiveness and outcomes of teaching. Therefore, teaching evaluation should assess the relevance, coherence, and alignment with students’ actual needs in teaching content.

In summary, “teaching evaluation” is a systematic evaluation process covering multiple aspects such as teaching objectives, teaching content, teaching methods, teaching process, and teaching effectiveness, aimed at continuously improving teaching quality and promoting students’ comprehensive development.

1.2 The Applicability Analysis of the Consistency Perspective in History Teaching

The “teaching evaluation” consistency perspective, as a new approach to assessing teaching activities, holds broad applicability in history teaching. The complexity of history teaching underscores the importance of this perspective. History teaching involves a rich tapestry of historical events, figures, cultures, and ideologies, making the content diverse and intricate. In such a context, evaluating history teaching through a consistency perspective allows for a systematic examination of teaching content, methods, and processes, ensuring comprehensive and scientific teaching practices.

Furthermore, the consistency perspective in teaching evaluation can enhance the coherence and stability of history teaching. History is an interdisciplinary subject, with inherent connections and mutual influences among different historical events and themes. Evaluating history teaching through a consistency perspective enables educators to better grasp the coherence and internal logic of historical knowledge, ensuring the consistency and systematicity of teaching content.

2. Current Status and Challenges of History Teaching in Universities

2.1 Characteristics of University History Teaching

University history teaching exhibits several distinctive characteristics: **Broad Scope of Subject Matter:** University history teaching covers a wide range of historical events, figures, and cultural phenomena, making the content rich and diverse. This diversity adds complexity to the teaching materials. **Emphasis on Developing Historical Thinking and Analytical Skills:** History teaching at the university level places significant emphasis on nurturing students' abilities in historical thinking and analysis. It encourages deep understanding and critical thinking regarding historical phenomena and issues. **Interdisciplinary and Integrative Approach:** University history teaching emphasizes the interdisciplinary nature of the subject, often integrating with other disciplines. This integration fosters interaction and exchange among different academic fields, enhancing the comprehensiveness and depth of historical study.

2.2 Analysis of Challenges and Issues

In response to the challenges and issues mentioned above, it is necessary to conduct in-depth analysis and reflection on history teaching in universities. Firstly, it is important to strengthen research and exploration of history teaching content and methods, timely update and adjust history teaching content, and improve the relevance and effectiveness of history teaching. Secondly, attention should be paid to students' learning interests and motivation, focusing on stimulating students' enthusiasm and initiative in learning, and enhancing the attractiveness and appeal of history teaching. Thirdly, efforts should be made to increase investment in and construction of history teaching resources, improve teaching equipment and materials, and enhance the teaching conditions and environment for history teaching.

2.3 Exploration and Innovation Needs in History Teaching Strategies

To address the challenges and issues, it is necessary to actively explore and innovate in history teaching strategies. Firstly, various teaching methods and approaches can be tried, such as case-based teaching, discussion-based teaching, and interactive teaching, to stimulate students' interest and motivation in learning, and improve the effectiveness and quality of history teaching. Secondly, efforts can be made to strengthen the connection between history teaching and real-life situations, focusing on cultivating students' historical consciousness and sense of historical responsibility, making history teaching more socially meaningful and practically valuable. Thirdly, interdisciplinary teaching cooperation and exchanges can be enhanced, drawing on teaching ideas and methods from other disciplines to promote innovation and development in history teaching. Faced with the challenges and issues in history teaching in universities, it is necessary to strengthen the analysis and understanding of the current status of history teaching, actively explore and innovate in history teaching strategies, improve the quality and level of history teaching, and promote the comprehensive development and growth of students.

3. Research on History Teaching Strategies in Universities from the Perspective of “Teaching Evaluation” Consistency

3.1 Theoretical Construction of “Teaching Evaluation” Consistency Perspective

In the context of history teaching in universities, adopting the “teaching evaluation” consistency perspective requires the establishment of a corresponding theoretical framework. Firstly, it is essential to clearly define and evaluate teaching objectives. The objectives of history teaching should encompass various aspects including knowledge, skills, and emotions. Evaluation criteria should consider these requirements and be assessed using quantitative or qualitative methods. Secondly, it is crucial to develop appropriate teaching content and methods. History teaching content should include a diverse range of historical events, figures, and cultures, while teaching methods should focus on cultivating students' historical thinking and analytical abilities. Finally, attention should be paid to the quality and effectiveness of the teaching process. Teaching evaluation should comprehensively assess teaching processes through observation, recording, and reflection, to fully understand issues and improvement areas, ensuring the coherence and stability of teaching activities.

3.2 Overall Evaluation and Comparison of History Teaching Strategies in Universities

To conduct an overall evaluation and comparison of history teaching strategies in universities, various methods can be employed. For instance, conducting surveys or interviews can help understand the specific implementation and effectiveness of different history teaching strategies in different universities. Additionally, classroom observations and teaching records can be utilized to analyze the advantages, disadvantages, and applicability of different strategies in actual teaching scenarios. Furthermore, employing qualitative and quantitative research methods can enable the evaluation and comparison of the effectiveness of various history teaching strategies, ultimately identifying the most efficient teaching approaches.

3.3 Optimization and Improvement of History Teaching Strategies Based on Consistency Perspective

Based on the consistency perspective of teaching evaluation, the optimization and improvement of history teaching strategies in

universities can be considered from the following aspects. Firstly, it is necessary to further refine and clarify the teaching objectives to ensure the consistency and scientificity of teaching objectives and evaluation standards. Secondly, continuous improvement of teaching content and methods is needed, emphasizing the systematic and coherent nature of history teaching to promote students' in-depth understanding and application of historical knowledge. Finally, it is crucial to strengthen the management and monitoring of the teaching process, timely identify and solve problems and difficulties in teaching, ensuring the smooth progress and effective implementation of teaching activities. The study of history teaching strategies in universities from the perspective of "teaching evaluation" consistency is of great significance. By establishing an appropriate theoretical framework, evaluating and comparing different teaching strategies, and optimizing and improving history teaching strategies, the quality and level of history teaching can be enhanced, promoting the comprehensive development and growth of students.

4. Conclusion

This paper investigates and discusses the strategies of history teaching in universities from the perspective of "teaching evaluation" consistency. Through analyzing and evaluating the current situation of history teaching in universities and combining it with the theoretical framework of consistency in teaching evaluation, a series of suggestions to improve the quality of history teaching in universities are proposed. In the future, it is necessary to further strengthen the construction of teaching evaluation system, improve teaching evaluation standards, and enhance the quality and effectiveness of history teaching. Meanwhile, continuous exploration and innovation in history teaching strategies are also needed to promote the development and progress of history teaching.

The National Ethnic Affairs Commission's "Belt and Road" Country and Regional Studies Center—Phase Achievements of the "Belt and Road" Sinicization Studies Center in Belt and Road Regions, with Ji Ri Ga La as the lead author.

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