

Insights from Student Evaluation of Teaching at U.S. Universities

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Abstract: Student evaluation is one of the important means to ensure the quality of university teaching, and this evaluation method occupies an important position in the American education system. In the process of improving China's higher education system, it is necessary to learn from the experience of student evaluation in the U.S. education system and carry out local optimization and innovation of the education evaluation system. Based on this, this paper firstly elaborates on the development history of college student evaluation in the United States, then analyzes the influence of college student evaluation in the United States, and finally discusses the inspiration for college student evaluation in China.

Keywords: The United States; College students; Evaluation of teaching; Revelation

Preface

Students are the main body of learning, and their voices and opinions are a powerful weapon to improve the quality of teaching. In American universities, student evaluation has long been a regular measure, which can effectively promote the improvement of the American teaching system and the improvement of teaching quality. Therefore, it is of great practical significance to analyze the revelation of student evaluation in American universities.

1. History of College Student Evaluation in the United States

The earliest origins of the student evaluation system can be traced back to the philosophical academy of Plato, a philosopher in ancient Greek culture. During that period, academics attached great importance to the concept of "student evaluation of teachers". Plato firmly believed that education should be student-centered, and encouraged students to evaluate and provide feedback to teachers in order to promote the improvement of teaching quality. Modern college students' evaluation of teaching needs to start from the 19th century, during which American colleges and universities gradually emphasized the good interaction between students and teachers. In the early 20th century, a part of colleges and universities began to introduce student evaluation mechanism to improve the teaching effect of teachers. In this period, the student evaluation method is mainly based on questionnaires, students fill out the questionnaire anonymously to evaluate the teacher's teaching methods, teaching level, etc. Teachers analyze the results of the questionnaires to reflect on their own shortcomings, but the student evaluation method has not been implemented on a large scale. In the 1960's, the student evaluation system was formally implemented in the United States colleges and universities. In the 1960s, the student evaluation system was officially implemented in American colleges and universities, when society put forward higher requirements for the student evaluation system, students could evaluate the performance of teachers in various aspects by participating in discussions, filling out questionnaires and making suggestions directly, and the evaluation standards were also improved in this period^[1].

2. The Impact of Evaluating Teaching by American College Students

2.1 Provide more opportunities for feedback and improvement

The full implementation of the U.S. college student evaluation system allows students to evaluate their teachers' choice of teaching materials, teaching methods, and course content in their daily studies, so that teachers can directly obtain feedback on students' learning outcomes and the quality of their own teaching through such a system, which in turn allows teachers to fully

understand the needs of their students. In contrast, the information teachers get from students' performance and feedback may be passive and indirect, while student evaluation provides a more direct and specific reference to help teachers better understand the effectiveness of their own teaching and make targeted improvements. At present, many colleges and universities also take the student evaluation system as an important basis for teachers' personnel adjustment, for example, the U.S. Floridian State University in the faculty handbook clearly stipulates that teachers in the promotion process should give full consideration to the opinions of students' evaluation of teaching.

2.2 Promotion of the teaching profession

In many universities in the United States, there are institutions to promote teachers' professional development, which can summarize teachers' strengths and weaknesses based on the results of student evaluations, and then design targeted training courses and development programs for teachers. At the same time, this continuous feedback and improvement process helps teachers to continuously improve their teaching level and professionalism, and promotes their self-growth and development. Teachers can see their popularity and the achievement of their teaching goals according to the results of student evaluation. Once teachers find that their teaching goals are not realized, they can adjust their teaching plans and methods to improve their teaching quality^[2].

2.3 Enhancing teacher-student interaction

American universities are different from our universities, compared to American universities, the teacher-student communication atmosphere is stronger, students can communicate with teachers through a variety of ways, and through the student evaluation system, students can communicate with teachers at different stages of learning, teachers according to the classroom feedback is also able to adjust the direction of teaching in a timely manner, in order to enable students to obtain effective improvement. At the same time, through the evaluation of teaching, students show a higher sense of responsibility in the classroom, they realize that their voice is important and can directly affect the quality of teaching. This sense of participation makes students more active in their own learning and enhances their critical thinking and judgment by reflecting on and evaluating the effectiveness of teachers' teaching.

3. Implications for the Evaluation of Teaching by Chinese University Students

3.1 Establishment of a multi-participation system for evaluating teaching and learning

In the current era, when formulating the student evaluation system, China's colleges and universities need to give full consideration to the articulation between the evaluation system and the talent cultivation program, and ensure that the evaluation indexes can match the actual needs of the students.¹ When setting the student evaluation indexes, colleges and universities need to consider a variety of factors, including the differences between different school districts, majors and disciplines, and at the same time, they need to incorporate the opinions of many parties, including employers and graduates, suggestions from peers inside and outside the university. Only in this way can we ensure that the evaluation indicators are measurable and operable from the actual needs of students.² Establish a communication mechanism between students and teachers. In the student evaluation system of American colleges and universities, colleges and universities encourage students to communicate directly with teachers, which can help teachers quickly find their own shortcomings. And our colleges and universities can also imitate this practice and establish a direct communication mechanism between students and teachers. Through face-to-face communication, students can express their ideas and needs about teaching. In this process, teachers need to listen carefully to students' suggestions about teaching and respond positively.³ Let students participate in the decision-making process of teaching quality assessment. Colleges and universities need to establish student evaluation committees and other institutions, so that students can have the opportunity to directly participate in the teaching evaluation criteria and evaluation methods in their daily studies, which not only can make the evaluation activities more impartial, but also conducive to the establishment of the democratic management of the school and the student-centered education model^[3].

3.2 Building a sense of quality community

At present, China's colleges and universities are faced with the dilemma of students' reluctance to participate in the evaluation process, which is because students are worried that the real evaluation results will be discovered by teachers, thus affecting teachers' overall impression of themselves. There are also some students who do not want to spend too much time participating in evaluation activities because of the pressure of learning. The reason is still because students have not established a sense of quality community. Therefore, colleges and universities need to pay attention to the construction of a quality culture in the daily teaching process, and conduct a great discussion on educational thinking for teachers and students on campus, so as to help students and

teachers clearly recognize the importance of student evaluation. In this process, colleges and universities can make use of the real cases of the United States to reflect on the current student evaluation, so that teachers can have a correct understanding of the student evaluation work.

3.3 Evaluation from multiple perspectives

In the current era, information technology has been applied in various industries, so colleges and universities need to rely on artificial intelligence, big data analysis and other technologies in the process of student evaluation, and adhere to the "Internet + education" to carry out a combination of offline and online student evaluation system. In this way, teachers can use big data analysis to mine the key information in the evaluation questionnaire, and then clearly realize their own personality problems. At the same time, in order to ensure the accuracy of student evaluation, different evaluation methods can also be introduced, such as administrator evaluation, interviews, classroom observation and so on. For example, the online listening feedback system currently established by China's Southeast University allows administrators to examine teachers' classroom teaching online in real time, and they can also evaluate teachers through the historical videos of their classes.

Conclusion:

In order to effectively improve the quality of teaching in China's colleges and universities, colleges and universities need to pay attention to a high degree of student assessment work, with the help of the United States assessment experience, to optimize the innovation of their own assessment system. This paper analyzes the impact of American college students' assessment, and on this basis discusses the inspiration of China's college students' assessment, hoping to effectively improve the teaching quality of China's colleges and universities and improve the level of talent cultivation.

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