

Study on the Evaluation of Student-centered Teaching Ability Under the Background of Education Certification

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Abstract : In the context of education certification, the evaluation of teachers' teaching ability is very important, which is the key to ensuring the quality of talent training. Based on this, this article analyzes the problems existing in the current student-centered teaching ability evaluation, and proposes effective evaluation measures for reference.

Keywords : Education Certification; Student; Center; Teaching Ability; Evaluation

The core idea of education certification is to take students as the center, and the teaching goals should be developed around the improvement of students' ability. The setting of teaching content should meet the learning needs of students, the introduction of teachers and the teaching level should meet the requirements of students' ability training, and the focus of evaluation should be on the evaluation of teaching effects. Only in this way can we ensure the accuracy of teaching evaluation, facilitate teachers to update teaching plans, optimize teaching methods, and promote the realization of teaching goals.

1. Current problems in student-centered teaching ability evaluation

The evaluation of college teachers' teaching ability involves a lot of content, such as the evaluation of teachers' teaching attitude, teaching level, teaching method, teaching research, teaching effect and so on. The problems in student-centered teaching ability evaluation are as follows.

1.1 The evaluation attitude of college students is not particularly correct

Relevant investigations show that the student evaluation system used in some schools is linked to the student selection system, allowing students to participate in the teacher evaluation process. Every semester, when students choose courses, they must first log in to the evaluation system. In this system, students are allowed to evaluate the teaching situation of teachers who have taught relevant courses. There are many evaluation indicators. In order to complete the evaluation quickly, some students will have the problem of blind evaluation. The evaluation result is not true.

1.2 The timing of student evaluation is unscientific

Many universities generally organize students to evaluate the teaching quality of teachers at the end of a semester. Because it is the end of the semester, students have completed the learning tasks of the course and will have a clearer understanding of the teacher's teaching ability. They can promptly feedback the problems in the teacher's teaching, but at this time node, they will face the evaluation result feedback. The problem of timeliness, the problem of feedback from students cannot be solved in this semester, and teachers cannot correct the problems in teaching in time and adjust the teaching plan.

1.3 The evaluation indicators of the student evaluation system are imperfect and unreasonable

Through the investigation of various types of colleges and universities, it is learned that in the evaluation system, the indicators

to be evaluated by students have great similarities. It is difficult to truly reflect the teaching ability of teachers, and there is a problem of one-sided evaluation. For engineering colleges and universities, cultivating students' practical application ability is the main goal. Teachers also need to pay attention to the improvement of their own abilities in teaching. However, the indicators covered in the evaluation system do not include teachers' practical ability and application ability. Ability, etc., are reflected, and the setting of evaluation indicators has a certain deviation from the school's teaching goals and the improvement of teachers' ability.

1.4 The effect of student evaluation results on teachers is not obvious

At present, in the evaluation of teachers' teaching ability in colleges and universities, the results of student evaluation are only part of the content, and have little effect on teachers' teaching. Moreover, the evaluation results of students are only fed back to the leadership management, which is only one of the reference indicators for the leadership management to evaluate the teaching quality of teachers. It will not be synchronized to the corresponding teachers in the first time, and teachers cannot understand and correct their own teaching problems in time. Under this circumstance, students will feel that teaching evaluation is useless. They just follow the form and lose their interest in teaching evaluation. In addition, many teachers do not pay attention to the evaluation results of students, because it is normal for the evaluation results of students to be good or bad, which will not affect their salary level, career promotion, etc.

2. Student-centered teaching ability evaluation measures under the background of education certification

The social environment is changing, and the demand for Keoyu will also change. Both professional teaching and teaching evaluation must be updated and adjusted. The evaluation of teaching ability based on education certification can be carried out from the following aspects:

2.1 Change the attitude of students to evaluate teaching, adjust the evaluation time, and scientifically select evaluation methods

Colleges and universities should adopt scientific methods to give students a new understanding of the role of class evaluation, and implement teaching evaluation guidance from multiple levels to provide students with professional evaluation literacy. At the same time, in order to ensure the effect of student evaluation, it is necessary to adjust the evaluation time and organize mid-term evaluation of students. Because during this period of time, students have passed the course study, have a certain understanding of teachers' teaching methods, content, etc., and have a fuller understanding of teachers' teaching abilities. Therefore, the existing problems can be taken into account. Reflect it intuitively. In addition, the organization of teaching evaluations during this time period will not conflict with students' selection of courses, allowing students to devote themselves to the evaluation process and make the evaluation results more accurate. In addition, it is necessary to scientifically select evaluation methods, fully consider the characteristics of quantitative and qualitative evaluation, and incorporate evaluation subjects such as self-evaluation and peer evaluation. And scientifically do regular evaluations, routine evaluations, etc., to obtain complete information and information, so as to give full play to the advantages of teaching evaluation.

2.2 Set up evaluation indicators scientifically, form teaching evaluation tracking feedback, and improve a virtuous circle

In view of the fact that some schools use a fixed teaching evaluation system in their teaching, the evaluation indicators are more similar, not pertinent, and fail to reflect the professional characteristics. It is necessary to set up a variety of characteristics based on the characteristics of each specialty. The clear evaluation index allows students to evaluate the results and better reflect the teaching ability of teachers. For example, college students in science and engineering and art colleges must set up a teaching evaluation system that meets the needs of their professions.

The main purpose of colleges and universities to evaluate the teaching ability of teachers is to improve the quality of professional teaching, cultivate professional talents, and provide qualification guarantee for graduates of various majors to successfully enter their posts after graduation. The education certification itself incorporates the idea of continuous quality improvement and improvement. The teaching evaluation of various majors needs to have perfect improvement measures, and continue to improve after students follow up and feedback, so as to promote the improvement of teachers' teaching ability.

2.3 Optimize the content of teaching evaluation and treat the feedback results of student evaluation scientifically

The education certification standard emphasizes that the set major needs to track and evaluate the performance of students during the entire stage of learning to ensure that students have social competitive advantages after graduation and achieve

professional training goals. At the same time, various majors must also establish a tracking and feedback mechanism for graduated students. The knowledge, skills, and accomplishments that students possess after graduation and entering the post are also one of the important indicators for testing teachers' teaching ability. Therefore, it is necessary to effectively expand and extend the content of teaching evaluation and integrate internal and external evaluations. The setting of evaluation content should not only run through the whole process of teachers' teaching, but also pay attention to the learning gains of students, and take into account the characteristics of the subject. The content should be pragmatic and maneuverable. With the teaching facts that can be seen intuitively, students' experience of teacher's classroom teaching and the quality of learning are used as evaluation content, rather than allowing students to grade abstract concepts to build a more systematic Evaluation index system to improve the accuracy of teaching evaluation results.

In addition, with the innovation of teaching ideology and teaching mode, the requirements for the teaching ability of college teachers are getting higher and higher, and the teaching evaluation should also adapt to this change, comprehensively integrating the characteristics of various colleges and universities and the requirements of talent training. Adhere to the "student-centered" teaching philosophy, optimize the content of teaching evaluation with more complete and scientific principles, use real and accurate evaluation results to remind teachers, and urge teachers to improve their own teaching behaviors and be professional knowledge learning, academic seminars and other work to improve their own teaching quality and ability.

3. Conclusion

All in all, student-centered teaching ability evaluation based on the background of education certification is an important issue that colleges and universities education reform should pay attention to and solve. For this reason, colleges and universities should pay enough attention to the work of this link, and the problems existing in the evaluation of teacher's teaching ability. Make systematic analysis, change the attitude of students to evaluate teaching, adjust the evaluation time; Scientifically set evaluation indicators, form teaching evaluation tracking feedback, and improve a virtuous circle; Optimize the content of teaching evaluation, scientifically treat the results of student evaluation and feedback, so as to better promote university teacher teaching Evaluation system reform.

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