

Practices of Shenzhen Universities in the Work of Higher Education Evaluation Reform

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Abstract: Educational evaluation in higher education is a particularly important criterion to measure the quality of education in a university. Shenzhen is an important representative of China's reform and innovation. This paper starts from the development of education evaluation system of higher education in recent times, takes the issuance of the Overall Plan for Deepening Education Evaluation Reform in the New Era as the background, shows the education evaluation practice in Shenzhen universities. As representatives of two comprehensive institutions in Shenzhen, we analyze and compare the educational evaluation reform practice work of the Shenzhen University(SZU) and Shenzhen Technology University (SZTU).

Keywords: Education Evaluation Reform; Higher Education; Shenzhen Universities

1. History of the reform of education evaluation standards of higher education in China

In 1999, the State Council of the CPC Central Committee issued the "Decision on Deepening Education Reform and Promoting Quality Education" to promote quality-oriented education comprehensively, and in 2002, the Ministry of Education issued the "Program for Evaluation of Undergraduate Teaching Levels in General Higher Education Institutions (Trial)", which was revised in 2004. 2008-2018, the state issued the Qualified Evaluation and Audit Evaluation Programs for higher education institutions, and On September 10, 2018, Xi Jinping stressed at the National Education Conference that it is necessary to deepen the reform of education system, improve the implementation mechanism of "lideshuren", reverse the unscientific orientation of education evaluation, resolutely overcome the persistent pest of only marks, only higher education, only diplomas, only papers, only hats, and fundamentally to solve the problem of education evaluation baton. In 2020, the CPC Central Committee and the State Council officially issued the Overall Plan for Deepening Education Evaluation Reform in the New Era, which opened a new process of education reform in the new era and made comprehensive arrangements for the overall requirements, key tasks, and organization and implementation of education evaluation reform. It's considered a programmatic document to guide the deepening of education evaluation reform in the new era. It also clearly puts forward: "To develop the evaluation methods for the effectiveness of 'double first-class' construction, highlighting the cultivation of first-class talents, output of first-class results, and active service of national needs, and guiding universities to strive for world-class.

2. Educational evaluation reform practice of Shenzhen universities

2.1 Education evaluation reform practice in SZU

In practice, SZU is trying to explore the construction of a relatively systematic education evaluation system.

In terms of the subjects participating in education work, it is divided into education and teaching evaluation, teachers evaluation and students evaluation, etc. Education and teaching evaluation mainly includes ideological and political education, professor's class rate for undergraduate students, student-teacher ratio, average number of courses per student,

advantageous and characteristic majors, dissertation (graduation design) guidance, student management and service. Teachers evaluation mainly according to the characteristics of different disciplines and positions, implement the evaluation of representative achievements, explore classification evaluation and long-period evaluation, improve the peer expert review mechanism, explore and improve the performance and contribution-oriented evaluation mode, and strengthen diversified evaluation and value-added evaluation.

In terms of the specific aspects of student education, it is divided into academic, moral education, aesthetic education, physical education, labor education and internship practice, and enrollment, etc. Academic evaluation mainly includes strictly academic standards, implementing academic process management and early warning system, establishing and improving diversified academic assessment and evaluation system with equal emphasis on ability and knowledge. Moral education evaluation mainly includes strengthening daily education and guiding students to develop good ideological and moral, psychological quality and behavioral standards. Physical education evaluation mainly includes improving and perfecting the physical education assessment system combining daily participation, physical fitness monitoring and special sports skill tests to achieve the goal of students' physical education passing graduation requirements. Labor education and internship practice evaluation mainly includes enriching the form of student internship practice.

In terms of the aspect of improving the education evaluation system, it is divided into scientific research, international exchange and cooperation and the performance of the use of funds for the construction of high-level universities, etc. Scientific research evaluation mainly includes exploring a diversified evaluation and value-added evaluation model oriented to the major needs of the country and social, industrial and economic services, and establishing an evaluation path with innovation quality and academic contribution as the core and each with its own focus. International exchange and cooperation evaluation mainly includes focusing on advantageous discipline fields, promoting Sino-foreign cooperation and overseas education, building joint research platforms, promoting international high-level scientific research cooperation, continuously improving the global cooperation layout, benchmarking the admission standards of world-class universities, and innovating the education and teaching mode of international students. The main purpose of optimizing the use of funds is to build a "development-oriented + problem-oriented" resource investment model, highlight the quality of construction, cross-fertilization and coordination of disciplines and innovation.

2.2 Education evaluation practice in SZTU

SZTU is a newly established institution of higher education in Shenzhen, which was started by Shenzhen municipal government in 2015. In 2017, Shenzhen Institutional Committee issued a notice on the establishment of SZTU (preparation) and started enrollment in September 2017 that relied on SZU. In November 2018, the Ministry of Education approved the official establishment of SZTU. SZTU has been established for more than 3 years, and as one of the important representatives of Shenzhen universities, it focuses on innovation and adopts new institutional mechanism in school construction and development.

Up to the period of my research, compared with SZU, SZTU has more scattered measures to implement education evaluation reform. First of all, a relatively complete system has not been formed yet. The require of implementing education evaluation reform is only reflected in one of word file: The Principal's Office, the Academic Affairs Department and the Human Resources Department are responsible for comprehensively reviewing the school's constitution and various rules and regulations in accordance with the deployment of the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era", especially in accordance with the negative list requirements of "Ten Prohibitions, One Strictly Prohibited", Effectively do a good job in cleaning up and revising and improving the work, and promote substantial progress in eliminating the "five only" stubborn diseases. In general, although SZTU has tried and explored the education evaluation reform, there is no unified regulation on the specific way to achieve the goal of breaking the "five onlys" and the specific measures of education evaluation for different subjects and different links, which are mainly scattered in the rules and regulations of different departments of the university. However, due to the limited time and manpower, the author does not have the ability to screen the contents related to the educational evaluation reform from different management systems one

by one.

4. Conclusion

In the new era, the implementation of education evaluation reform by the state is an important initiative to develop education and cultivate talents. With the development of the times, the role of higher education in spreading social culture and cultivating social talents has become more and more prominent, and it is more important to deepen the education evaluation reform in order to truly implement the basic goal of "lideshuren", and cultivate composite talents needed by the society and the country, and build a higher education system that integrates into the world. Under the guidance of the Overall Plan for Deepening Education Evaluation Reform in the New Era, it is necessary for universities to establish a perfect and comprehensive education evaluation mechanism, pay more attention to the construction of comprehensive education system, and adhere to the belief of reform and innovation. I will further study it in depth, and hope to provide more constructive suggestions for deepening education evaluation reform in colleges and universities.

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