Research on Network Teaching Evaluation System of Computer Courses in Colleges and Universities

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Abstract: The continuous development of computer network technology promotes the network teaching of computer courses in colleges and universities, and gradually promotes the network teaching mode. This paper mainly describes the problems encountered in online teaching and the status quo of the evaluation system. According to the research on the online teaching evaluation system, to determine the teaching evaluation system used in the online teaching of computer courses, to promote the teaching reform of computer courses, and to provide the society with better quality Talents.

Keywords: College Computer Courses; Network Teaching; Evaluation System

Introduction

The progress of social science and technology promotes the development of all walks of life. The development of computer network technology requires more talents with higher professional ability, and it is difficult for students with average ability to meet the society's requirements for skilled talents. Nowadays, the existing teaching evaluation in colleges and universities is no longer satisfied with the current fast-developing society. In order to further promote the computer professional level of students, schools should set up a corresponding teaching evaluation system in the direction of employment guidance. This teaching evaluation system has certain dynamics. It can be adjusted at any time according to the needs of the market.

1. Disadvantages of computer network teaching evaluation system

1.1 Biased towards the study of theoretical knowledge

The computer network teaching evaluation system pays more attention to the assessment of students' basic knowledge. The content of each computer test is based on the theoretical knowledge that the teacher has taught in the classroom. Moreover, the teacher will focus on the test before the test, and many students will Focus on rote memorization, short-term intensity learning. It is difficult to reflect students' ability to analyze and solve problems. In the process of teaching, students' personality development is ignored and the cultivation of students' innovative thinking and innovative ability is ignored.

1.2 Teaching assessment is biased towards written test

In the past, the computer assessment mode was completed through the form of written test. The written test is more conducive to teachers to quickly analyze the students' mastery. However, many schools now test for the test, and many students memorize the test by rote. The assessment of network professional skills is ignored, resulting in a low overall level of students' computer proficiency. The assessment of the written test limits students' initiative and creativity, and is not conducive to students' more active learning of computer courses.

1.3 Lack of fairness and impartiality in teaching assessment

Due to the large amount of information in the computer network teaching evaluation at the end of each semester, the results of the teaching evaluation cannot truly feedback the corresponding problems, and it is difficult for teachers to adjust the teaching mode and improve the quality of computer teaching from the evaluation results. Today, there are two commonly

used assessment methods, homework and examination. Teachers judge students' mastery according to students' daily homework assignments. However, this method has certain drawbacks, and some students may plagiarize. Therefore, the teaching feedback reflected by this method lacks authenticity and cannot reflect students' knowledge. It is difficult for teachers to judge the real learning situation of students. The summary evaluation at the end of the term is mainly used to test the students' learning situation through computer-based examinations. There will be some students who will pass the test by surprise on the computer before the test. It is difficult for teachers to judge the real level of the students from the results of the students' higher-level test. Therefore, teaching evaluation assessment lacks fairness, impartiality and objective authenticity.

2. The reform of the computer network teaching evaluation system

The reform of the teaching evaluation system is carried out according to the standards of computer network-related courses. The reform is carried out on the subject of teaching evaluation and the content of teaching evaluation, so as to realize the diversification of the subject of evaluation and the diversification of the content of evaluation. It not only pays attention to summative evaluation, but also It is also necessary to pay attention to the process evaluation, pay attention to the cultivation of students' individual development, and promote the improvement of students' comprehensive quality.

2.1 The diversification of computer network teaching evaluation content

First, pay attention to the learning process of students. In daily teaching, teachers should assign corresponding project tasks, and give corresponding grades according to the students' usual completion of project tasks. The assessment of project tasks should be based on design ideas and analysis reports. Evaluate documents such as summary reports. Different scores are set mainly based on students' attendance rate, learning attitude, discipline in learning cooperation, program design, project completion, documentation and other aspects to achieve comprehensive teaching evaluation.

Second, pay attention to the all-round development of students. In the daily learning process of computer network majors, we should pay attention to the evaluation of process methods and emotional values, according to the students' performance in the classroom, the completion of the project and the enthusiasm of answering questions in the classroom, the accuracy rate, the ability of teamwork, and the problems encountered. Communication adaptability to achieve comprehensive evaluation of students, so that students' performance assessment is more comprehensive.

Third, pay attention to the individual development of students. Students are different. Therefore, when teachers evaluate students' completion of projects, they should formulate fair and impartial evaluations according to the different learning situations of different students, and evaluate students from the perspective of development and progress. Better learn computers.

Fourth, affirmative evaluation. In the daily teaching process, teachers should pay attention to positive evaluation and incentives for students, give positive evaluations according to the students' completion of projects, and adopt positive guidance to better motivate students to learn.

Fifth, the number of evaluations has increased. When students encounter problems in completing the project, teachers can delay evaluation according to students' learning attitude and ability to solve problems. When students solve problems under the guidance of teachers, they will re-evaluate students, give students better encouragement, and positively promote Students actively solve problems.

2.2 The diversification of computer network teaching evaluation subjects

First, the transformation of the evaluation subject, self-evaluation. Through the design of the project, the students organize and summarize the knowledge they have learned, and master the relevant knowledge in this area proficiently. The problems encountered in the process of completing the project, which aspects of help are needed, and how to solve the same problem next time , allowing students to reflect on their own strengths and weaknesses through self-assessment, and better summarize themselves.

Second, the mutual evaluation between students. Some content of computer network teaching requires teamwork to complete. Through teamwork to complete the entire project, students can exercise their communication skills, team

awareness, and problem-solving skills. Mutual evaluation between groups can make students more clearly aware of their own strengths and weaknesses in teamwork, and help students better improve themselves. The mutual evaluation between students can carry out evaluation from different dimensions, broaden students' horizons, and better promote the improvement of students' teamwork ability and comprehensive quality.

Third, the evaluation of professionals. Schools with conditions can invite some off-campus professional engineers and professional skills players to evaluate students, and give students a summary evaluation based on the completion of students' projects[1]. Let students get in touch with social professionals, feel the gap between themselves and professionals, and better motivate students to learn computers with direction and goals. For example, corresponding topics can be designed to create teaching situations for students, allowing students to play freely according to the actual situation, allowing more professionals to evaluate students' project completion from a diversified perspective, and giving students more professional guidance .

Fourth, encourage students to obtain vocational qualification certificates. The acquisition of vocational qualification certificates is more conducive to students' employment and employment after entering the society. The vocational qualification certificate assessment organized by the state can more fairly, impartially and professionally test the skill level of students. Only students who meet the assessment standards will receive the corresponding vocational qualification certificate. There are many skill certificates for computer majors, and students can obtain relevant certificates according to what they are good at and the direction they want to pursue in the future.

2.3 The process of online teaching evaluation of computer courses

Teaching evaluation is no longer the previous summative evaluation, but a dynamic evaluation process, which is mainly divided into the following four stages.

The first stage is the pre-setting of teaching evaluation. At this stage, it is necessary to clarify the subject of the teaching evaluation, the content of the teaching evaluation, weigh the weight of the evaluation subject, and the proportion of the evaluation content, and determine the scope of the evaluation.

The second stage is the evaluation process. In this stage, the evaluation subject mainly evaluates the students, and the students' completion status is evaluated according to different evaluation subjects.

The third stage is the summary of evaluation. Collect the information evaluated by different evaluation subjects, summarize and process the collected data, analyze the obtained data, and obtain the final comprehensive evaluation [2].

The fourth stage is the feedback of the evaluation results. The aggregated evaluation results and evaluation reports are sent to teachers and students. Students can analyze the aspects they want to strengthen through the evaluation reports, and can more comprehensively recognize their own strengths and weaknesses, and strengthen them in a direction. Teachers adjust their teaching plans according to students' comprehensive evaluation feedback, and timely rectify problems in order to better promote the teaching quality of computer courses.

3. Conclusion

The reform of the computer network teaching evaluation system is to cultivate talents with more core competitiveness, break the traditional teaching concept that only focuses on student performance, and pay more attention to cultivating students' professional potential and characteristic development. Innovation ability, stimulate students' subjective initiative, and help students establish a correct learning concept and values. Adopt the diversity of teaching evaluation to create a more fair, just and objective evaluation environment for students, and better show the true level of students.

References

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