

The Construction of the Evaluation System of Normal Students' Educational Practice Under the Mixed Formation Mode—Taking Xianyang Normal University as an Example

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Abstract: Educational practice is an important part of talent training of normal students, which is organically linked with other educational links. The mixed formation educational practice mode is a mode commonly used in normal colleges and universities, but it contradicts the idea of taking profession as the main body in the professional certification of normal education. This article intends to take Xianyang Normal University as an example, and use the requirements of professional certification standards to construct an evaluation system for normal students' educational practice, striving to break through the tradition, to conform to the current development trend of normal education, to build a scientific and reasonable evaluation system for educational practice, and to serve for the cultivation and improvement of normal students' educational practice ability.

Keywords: Mixed formation; Professional certification; Educational practice; Evaluation

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1. Problem-raising

Educational practice is an important part of the talent training of normal students, covering teacher moral experience, teaching practice, class management practice, teaching and research practice, etc. It is organically connected with other educational links, laying the foundation for normal students to grow into a qualified teacher^[1]. Xianyang Normal University (XNU) is a local undergraduate normal college featuring teacher education. XNU always maintains the fine tradition of attaching importance to the educational practice of normal students. Educational practice is conducted with various majors sent to middle schools under the mode of mixed formation. Under this background, how to implement quality control over the whole process of educational practice in accordance with the requirements of normal education professional certification, and how to conduct a scientific and reasonable evaluation on the process normal students' educational practice has become an urgent problem. This paper takes Xianyang Normal University as an example, combines the current situation of XNU's educational practice, draws on the excellent experience and advanced methods of the implementation and evaluation of educational practice in normal colleges and universities at home and abroad, trying to build a scientific and reasonable evaluation system for educational practice to ensure the educational practice quality of normal students.

2. The construction of the educational practice objectives under the mixed formation mode

Teaching objectives are the starting points and bases of all teaching activities, the purpose of student training, and the standard of teaching evaluation. The construction of educational practice teaching objectives should take the basic concept of "cultivating

students' virtue" as the main line throughout all aspects of educational practice.

2.1 The realization of practicing teacher's morality in educational practice

The practice of teacher morality mainly practices the core values of socialism and the professional ethics of teachers, so as to form the educational feelings of normal students who are happy and good at teaching, and strengthen the willingness of normal students to teach. When formulating teaching goals, the primary goal is to help normal students develop and practice the belief of the core values of socialism, so that students can understand and implement the Party's educational policy, and take the concept of "cultivating students' virtue" as their own responsibility. This is not only the pursuit of the state and society for the cultivation of normal students, but also the demand for the development of normal students themselves. In addition, from a professional point of view, normal students, as prospective teachers, should adhere to the professional ethics of primary and secondary school teachers, teach according to the law, have educational feelings, have a firm willingness to teach, agree with the meaningfulness and professionalism of teachers' work, and have positive emotions, correct attitude, correct values towards education and teaching.

2.2 The realization of learning to teach in educational practice

Educational practice requires normal students to develop preliminary teaching ability and teaching research ability. During the practice, normal students are required to learn how to "according to the national curriculum standards, design, organize, implement and evaluate teaching, aiming at the physical and mental development and cognitive characteristics of middle school students and using the basic principles of education and information technology. They also need to have basic skills with preliminary teaching ability and certain teaching and research ability."

2.3 The realization of learning to educate people in educational practice

Educational practice requires normal students to have class management ability and be able to carry out the work of class teacher. During the practice, normal students are required to observe the principles and methods of moral education, to experience the working rules and basic methods of class organization and construction, and to participate in the organization and guidance of educational activities such as moral education and mental health education in the work of the class teacher to gain positive experience. In accordance with middle school students' physical and mental development and cultivation law and based on understanding the value of subject education, normal students should be able to carry out education activities in combination with subject teaching in the process of educational practice. And on the basis of understanding the school culture and the education connotation and methods, normal students should actively participate in the organization of theme education and community activities, cultivate the ability to educate and guide students, and initially have the ability to educate people.

2.4 The realization of learning to develop in educational practice

Educational practice requires normal students to develop the ability of lifelong learning and sustainable development. In the process of educational practice, normal students are required to cultivate the awareness of lifelong learning and professional development. On the one hand, they should carry out learning and career planning on the basis of understanding the domestic and foreign basic education reform and development trends, and adapt to the needs of the times and educational development. On the other hand, they are required to initially master reflective methods and skills, develop a certain sense of innovation and innovation ability, be able to use critical thinking methods, and learn to analyze and solve educational and teaching problems.

3. The path to achieve the goal of educational practice under the mixed formation mode

The educational practice for undergraduates of Xianyang Normal University is arranged in the sixth semester, with 18 weeks of practice and 8.5 credits. The main tasks of the educational practice include teaching work practice, class teacher work internships and educational and teaching investigations and research. During the educational practice period, the "double-tutors" form an internship guidance cooperation group to jointly guide the practice work and be responsible for the cultivation of normal students' educational and teaching practical ability. At the same time, in order to avoid the disadvantage that students in mixed formation practice lack the professional guidance and quality control under teachers in college, XNU has set up the skills training for normal students before the education practice and the skills competition for normal students after the education practice. The ability assessment is used to strengthen the improvement of the education and teaching ability of normal students and to ensure the realization of the goal of educational practice.

The on-campus training is carried out in the fifth semester, and is arranged by the Academic Affairs Office. During the training period, one instructor will be assigned to every 10 to 15 students. The number of times of lectures and assessments for each student

shall not be less than 3 times, and the number of copies of each student's teaching plan shall not be less than 3.

Educational practice is the school's overall arrangement based on the number of normal students in each major after collecting the opinions of each practice base. Generally, each practice school arranges no more than 20 interns equipped with an on-campus practice instructor and one corresponding off-campus internship instructor which varies according to the discipline and major. The on-campus internship instructors are mainly responsible for the management of interns, the investigation and research of interns' education and teaching, etc. At the same time, they coordinate the internship base to arrange internship plans for normal students, internship instructors, and to supervise the quality of students' educational practice process. The instructor of the practice base is mainly responsible for the training and guidance of the interns' educational and teaching skills, including the work of the class teacher and the teaching practice. In the process of educational practice, students are generally arranged to observe and practice teaching, carry out the work of the class teacher, and then gradually enter the classroom according to the situation of each intern. Through teaching practice, the interns can learn to formulate work plans independently and scientifically in specific teaching activities, master the methods of studying teaching materials, compiling teaching plans, and organizing teaching content, improve classroom organization ability, improve language expression ability and blackboard writing design ability. The work practice of the class teacher enables the interns to have a preliminary understanding of the procedures and methods of class work, learn the art of class management, improve the organization ability of various activities, and master the basic essentials of student work. Through the investigation and research of education and teaching and the practice research of basic education, the interns can further study the science of education seriously, explore the laws of education, cultivate the ability of education investigation, and lay the foundation for future education research in the teaching process.

After the educational practice, in order to strengthen the training of normal students' basic teaching skills, their education and teaching ability, and to build a communication platform for normal students, XNU launched a two-level skills competition for normal students, including blackboard writing test and impromptu speech, lectures, teaching design and courseware production, simulation teaching and on-site questioning of six links. Everyone normal students are required to take up in the competition. XNU also hires famous teachers and teaching experts in primary and secondary schools to guide and train the competition, highlighting the characteristics of professional disciplines, promoting training through competition, so as to improve the educational ability and competition level of normal students.

In the 8th semester, the graduates of normal majors will be evaluated for their educational and teaching abilities from two aspects: the training process assessment and the teacher's professional ability test for normal students. The duration must be no less than 18 weeks, and a comprehensive score of 60 or above is a prerequisite for students to pass the education and teaching ability assessment.

4. Evaluation of educational practice under the mixed formation practice mode

4.1 Construction of evaluation standards for educational practice

The evaluation standard is constructed based on the "Secondary Education Professional Accreditation Standards", referring to domestic and foreign educational practice evaluation standard cases, and combining the school's educational practice. It is constructed from four aspects: practicing teacher morality, learning to teach, learning to educate people, and learning to develop. In the process of standard construction, reference was made to Dong Guoyong's "Research on Educational Practice System for Normal Students Majoring in Physical Education in Singapore"^[2], Peng Yanhong of Huainan Teachers College "The Structure and Index System Construction of Teacher Education Practice Ability under the Background of Professional Certification"^[3], etc. The research results of this article draw on the excellent experience and advanced practice of domestic educational practice evaluation. The details of the educational practice standards of Xianyang Normal University are shown in Table 1.

Table 1 Educational practice standards of Xianyang Normal University

Level 1 Index	Level 2 Index	Level 3 Index
Practice teacher morality (10 points)	Teacher moral standards (4 points)	Practice the core values of socialism and take the responsibility of cultivating students' virtue
		Abide by the professional ethics of middle school teachers
	Educational feelings (6 points)	Willingness to teach
		Agree with the meaningfulness and professionalism of teachers' work
		Have positive emotions, correct attitudes and correct values

Learn to teach (60 points)	Instructional Design Ability (16 points)	Teaching material analysis and understanding ability
		Teaching goal design ability
		Teaching method selection and design ability
		Teaching procedure design ability
		Student learning behavior design ability
		Blackboard writing design and PPT production ability
		Homework design ability
		Course resource integration ability
	Teaching implementation ability (24 points)	Classroom organization and management ability
		Ability to organize and present teaching content
		Ability to guide students' learning process
		Language expression ability
		Blackboard writing and multimedia teaching application ability
		Ability to apply subject teaching knowledge
	Teaching evaluation ability (10 points)	Ability to evaluate students' learning
		Ability to evaluate one's own teaching
		Ability to identify teaching problems from test results
	Teaching research ability (10 points)	Ability to search literature
		Ability to master and apply research methods
		Ability to write papers
Learning to educate people (20 points)	Class guidance ability (10 points)	Class organization and construction ability
		Class activity planning ability
		Mental health education activity organization and guidance ability
		Student development guidance ability
		Comprehensive quality evaluation ability for students
	Comprehensive education ability (10 points)	The ability to carry out educational activities combined with subject teaching
		Emotional coaching ability
		Ability to participate in educational activities such as organizing theme education
Learn to devel- op (10 points)	Reflective ability (6 points)	Ability to organize young pioneers' activities and club activities
		The ability of professional development planning
		The ability of independent learning and self-management
		Ability to reflect on research and self-innovation
		Ability to reflect on educational and teaching activities
		Ability to grasp the development trend and cutting-edge dynamics of basic education reform at home and abroad
		Ability to try to learn from international advanced educational concepts to teach
	Communication and cooperation ability (4 points)	The ability of group mutual help and cooperative learning
		Ability to communicate with parents and the community
		Ability to communicate with students
		Ability to communicate with the school

4.2 Evaluation of educational practice performance

The evaluation of students' educational practice use various methods such as process evaluation, result evaluation and comprehensive evaluation. The evaluation subject has changed from a single practice base instructor and on-campus practice instructor to a multi-angle evaluation of practice base instructors, on-campus practice instructors, interns, and middle school students in the practice base. The content of the evaluation includes teaching practice work, class teacher practice work, education and teaching investigation and research, etc.

A total of 10 points for the practice of teacher ethics in the goal 1 will be comprehensively evaluated by the instructors of the internship base and on-campus internship instructors based on the overall performance of the students during the internship period, the students' internship summary, and internship discipline. At the same time, the form of questionnaire survey is used to carry out mutual evaluation among interns and evaluation of middle school students in the base. Every intern's final score will be calculated according to the corresponding score ratio.

Goal 2. The total amount of teaching is 60 points, and the evaluation is carried out from four aspects: teaching design, teaching implementation, teaching evaluation, and teaching research. The evaluation is divided into two parts: the evaluation of the practice process and the display of the results of the practice. The internship process is the performance of the students during the entire period of internship at the internship base. Internship achievement display is a demonstration of actual teaching by students at the end of their internship at the internship base.

The third goal is to learn to educate people with a total of 20 points, which are evaluated from two aspects: class guidance ability and comprehensive education ability. The evaluation is mainly based on the work practice of the class teacher, and the evaluation is jointly conducted by the instructor of the practice base, the students of the practice base, and the interns.

Goal 4 is to learn to develop with a total of 10 points, which are evaluated from two aspects: reflection ability, communication and cooperation ability. The evaluation is based on the overall performance of the interns during the internship process, and is jointly evaluated by the internship base instructor, the on-campus internship instructor, the middle school students at the internship base, and the interns.

The final results of the interns' educational practice are calculated according to the evaluation subjects and the percentage of scores (Table 2).

Table 2 Xianyang Normal University Students' Educational Practice Performance Evaluation Subject and Score Ratio

Internship target		Evaluation subject and score			
Level 1 Index	Level 2 Index	Internship base instructors	On-campus instructors	Base middle school students	Intern
Practice teacher ethics (10 points)	Teacher ethics (4 points)	40%	40%	10%	10%
	Educational feelings (6 points)				
Learn to teach (60 points)	Teaching design (16 points)	80%	20%	--	--
	Teaching implementation (24 points)	60%	20%	10%	10%
	Teaching evaluation (10 points)	80%	20%	--	--
	Teaching research (10 points)	--	100%	--	--
Learn to educate people (20 points)	Class guidance (10 points)	70%	--	20%	10%
	Comprehensive education (10 points)				
Learn to develop (10 points)	Learn to reflect (6 points)	40%	40%	10%	10%
	Communication and cooperation (4 points)				

5. The scientific and rational analysis of the educational practice evaluation plan

From the evaluation index setting level, the evaluation system of educational practice in this article takes the training objectives of normal students in the “Secondary Education Professional Certification Standards” as the main line, and coordinates the teaching practice, class teacher work practice, education research and other practice content, and the evaluation guidance is set reasonably. From the evaluation methods level, the evaluation method of this article focuses on formative evaluation, which has changed the previous practice of only focusing on summative evaluation after the end of the internship. From the evaluation subject level, the evaluation of the instructors of the internship base, the instructors in the school, the interns, and the students of the internship base is introduced, and the evaluation angle is more diversified. From the perspective of practice score calculation, by setting the proportion of evaluation scores of different evaluation subjects for different indicators, the on-campus practice instructors who have insufficient guidance for interns under the mixed formation model can better participate in the education practice. In addition to the evaluation and management work, the mutual evaluation of interns and the evaluation of middle school students in the practice base have been increased, making the evaluation results more scientific and accurate.

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