

Classroom Teaching Evaluation Methods and Path Reconstruction in Colleges and Universities

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Abstract: Teaching evaluation is one of the important means to promote the improvement of teachers' teaching behavior and improve teachers' teaching efficiency in China. The importance of teaching evaluation cannot be ignored. The methods of teaching evaluation in China's colleges and universities mainly include student evaluation, peer evaluation, supervision evaluation, etc. The article explores the characteristics and operation logic of teaching evaluation. Through the analysis of classroom teaching evaluation methods and case interviews in colleges and universities, it is found that the following problems exist in teaching evaluation: advocating management value, ignoring multiple value orientations, inversion of purpose and means, rational calculation under the guidance of interests, and lack of authenticity of evaluation system. In view of these problems, this paper puts forward the reconstruction path of the corresponding evaluation method: pay attention to the multiple value objectives and promote human development; Remold the teaching purpose and attach importance to the two-way development of teachers and students; Expand the peer evaluation group and reduce the risk of collusion; Change the evaluation method and set corresponding evaluation criteria.

Keywords: Universities; Classroom teaching; Teaching evaluation; Mode and path reconstruction

Introduction

With the development of higher education in China, improving the quality of higher education has become an important part of the current issue, and teaching evaluation, as one of its important means, also plays an increasingly important role in the process of teaching development. Stavrbem once said: "Teaching evaluation is not to prove, but to improve", which points out that the essence of teaching evaluation is to diagnose teaching problems and improve teaching quality, rather than to amuse the management department. Teaching evaluation and teaching development are a pair of implicit associations, which is reflected in the relationship between teaching evaluation and teaching development, as well as teaching development requires a higher level of evaluation. Teaching evaluation provides systematization for higher education organizations To promote the development of teachers' teaching values, teaching technology ability and teaching academic ability. Teaching evaluation promotes teaching development and teaching development needs evaluation system. These two basic aspects complement each other.

1. Characteristics and operation logic of teaching evaluation methods in colleges and universities

The composition of teaching activities in colleges and universities includes not only the teaching process in the classroom, but also the evaluation of teaching. With the gradual diversification of China's colleges and universities, the teaching evaluation methods of China's colleges and universities are also gradually diversified, which can be roughly divided into five categories: student evaluation, supervision evaluation, leadership evaluation, peer evaluation, and teacher self-evaluation. Since the supervision evaluation and leadership evaluation have certain similarities in the subject, this paper will focus on the more common supervision evaluation in practice, and the teacher self-evaluation is more about the teacher's individual teaching self-reflection, so this paper will not do too much research. To sum up, this paper mainly selects student evaluation, supervision evaluation and peer evaluation for the teaching evaluation methods in China, and explores the characteristics and operation logic of these three evaluation methods.

1.1 Student evaluation

The student evaluation index system is developed by the Academic Affairs Office, and the specific implementation is to be arranged by the student work department to the college student work office by administrative means, and then transmitted to the student class. Finally, students log in to the teaching evaluation system to evaluate the teaching content, teaching methods, teaching attitude and other aspects of the teachers. Student evaluation of teaching is led by the Academic Affairs Office, and carried out jointly with the Student Office and the Student Work Office of the Grassroots Teaching College. It has become a routine work that relevant administrative departments and students must complete every semester. The student evaluation system is a "suggestion box" and assessment tool set up by colleges and universities for students and management departments. There is no participation of any third-party academic institutions. It is only an external evaluation activity that reflects the legitimacy of students' subject status, and does not involve the process of students' learning promotion and teaching quality improvement. In other words, the student evaluation system is dominated by the administration, and the evaluation results are mainly used by the administrative organization in personnel evaluation and related management awards, and the evaluation indicators and contents are formulated by the school administrative department and consistently implemented by administrative means^[1].

1.2 Peer evaluation

Because the university teaching knowledge is highly academic, complex and profound, and is affected by the academic community and academic organization structure, it provides a natural fertile ground for peer teachers to conduct professional evaluation on the teaching methods, content, knowledge updating degree and curriculum logic system of teachers in this discipline. The design of the evaluation system based on professional principles, which represents the academic community and the professional strength of the discipline, is responsible for the professional diagnosis of the teaching of peer teachers, and has been included in the teaching evaluation system of colleges and universities.

University peer evaluation is a kind of evaluation method, which is composed of external teaching experts in the same field and teachers with higher teaching level in the same field, and the evaluation group diagnoses, regulates and stimulates the teaching ability of university teachers according to the same professional standards. The results of this evaluation method are obtained by the joint decision of the evaluation group. The organizational nature of the evaluation process and the professionalism of the evaluator's identity reflect the principles of democracy, professionalism and impartiality of peer evaluation in the system design, and distinguish student evaluation from supervision evaluation based on this feature, which has become an important way in the teaching evaluation system. Peer teachers understand the latest professional knowledge, technology and research methods of the discipline, analyze and evaluate the teaching process of peer teachers from a professional perspective, and communicate and communicate with them at the professional teaching level, greatly improving the teaching ability and quality of teachers. In fact, the teaching process in colleges and universities is a teaching link that integrates multiple levels. It is a process in which professional cooperation and knowledge exchange are formed between professional teachers and professional teachers to promote the realization of "teaching consensus" according to the nature of teaching and the laws of education and teaching.

2. The dilemma of teaching evaluation in colleges and universities

2.1 Advocate management value and ignore multiple value orientation

University teaching evaluation is a process of value selection, in which different value subjects will make different value choices. For the government, the purpose of teaching evaluation in colleges and universities is to strengthen its macro management and guidance of higher education, deepen teaching reform and improve teaching quality; For colleges and universities, the purpose of teaching evaluation is to improve their teaching performance and achieve their development goals; For teachers, carrying out teaching evaluation can better test the completion of their teaching objectives and teaching work; For students, carrying out teaching evaluation can promote the improvement of teachers' teaching, obtain more professional development, and make teachers' teaching more close to their own needs. However, in the actual evaluation activities, the value needs of all parties can not be fully realized. As a manager, the value orientation of the government is first satisfied. For example, the teaching tasks and norms formulated by the government are given priority by colleges and universities in the process of operation, while teachers can only adapt their own behavior to the requirements of the government to achieve individual development needs^[2].

2.2 Student evaluation: inversion of purpose and means

Students should be the subject of teachers' teaching evaluation and one of the subjects exercising the evaluation power. But simply taking students as the main body of teaching evaluation will make the student evaluation system wrapped in the cloak of legitimacy. In fact, it only has superficial rationality, but ignores the core of the student evaluation system. This kind of guiding students to evaluate

as teachers easily covers up the most basic value demands and practical needs of students. The school obtained the "score scale" of students' teaching for teachers through the student evaluation system as the basis for the annual assessment of teachers, and did not feed back students' opinions to teachers as a reference for improving teaching quality. The educational administration department only regarded students as "tools" in the process of teacher management. The evaluation results only reflect the teaching status of teachers and the digital scale for assessing teachers' work, ignoring the participation status and subjective feelings of students. At the same time, teachers' teaching labor is simplified and commercialized, and students' doubts and judgments are accepted, but no useful opinions and information are fed back.

3. Conclusion

The teacher will carry out a series of teaching performances after the supervisor enters the classroom, which leads to the distortion of the supervisor's evaluation to a certain extent. The supervisor only sees the "false classroom" created by the teachers and students. Therefore, the form of supervision and evaluation can be changed and diversified supervision and evaluation methods can be adopted in teaching evaluation. First of all, we can take the form of random spot check and monitoring, observe the real performance of teachers and students online in real time, and restore the most authentic classroom teaching. Secondly, there is no uniform standard for supervision and evaluation at present, and expert evaluation has their own preferences. Therefore, in the process of evaluation, we should set different evaluation standards for different courses of different disciplines, and evaluate various classes more scientifically. Establish and improve the evaluation department under the unified responsibility of the education supervision department of colleges and universities, select supervisors with professional knowledge to conduct classroom supervision and evaluation, and timely feedback the results of supervision and evaluation to teachers, and establish a long-term supervision mechanism to promote the improvement of teachers' teaching.

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