

# Research on Curriculum Evaluation of Information Technology under the Background of New Curriculum Reform

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**Abstract:** Based on the background of new curriculum reform, this paper explores the rationality of information technology curriculum evaluation. Firstly, the problems existing in the current information technology curriculum evaluation are summarized from three aspects: evaluation index system, evaluation feedback results and evaluation process. Secondly, from the three aspects of curriculum evaluation index, curriculum evaluation standard and curriculum scoring rules, the information technology curriculum evaluation system conforming to the requirements of the new curriculum reform is constructed, hoping to effectively stimulate teachers' enthusiasm for teaching reform, improve students' learning enthusiasm and initiative, and ensure the implementation of application-oriented talent training plan.

**Keywords:** Information technology; New curriculum reform background; Curriculum evaluation; Evaluation index; Evaluation result

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## Introduction

Information technology course plays an important role in the teaching of basic courses in colleges and universities. It is a way to cultivate students' information literacy and information technology application skills effectively. Therefore, under the background of the new curriculum reform, the author proposes to start from the improvement of the teaching quality of information technology courses and carry out scientific and systematic curriculum evaluation according to the teaching situation of basic courses of information technology, so as to effectively improve students' innovation ability and knowledge application ability and truly achieve the teaching purpose of improving the quality of application-oriented talents training.

## 1. Current situation of information technology curriculum evaluation under the background of New Curriculum reform

### 1.1 The evaluation index system is not sound

If there are problems in course evaluation, such as evaluation object positioning and evaluation content setting, it will lead to teacher evaluation and classroom teaching evaluation. Taking the evaluation of information technology curriculum as an example, the author believes that there is a practical problem that the index system is not perfect at present, that is, in order to meet the established teaching objectives and realize the expected teaching arrangements, colleges and universities will focus on the evaluation of teachers' teaching level, that is, take teachers as the main evaluation object. The rationality evaluation is carried out according to the teaching attitude, teaching preparation, teaching effect and other indicators. Based on the analysis of the current situation of information technology curriculum evaluation based on the background of the new curriculum reform, the author believes that the vast majority of colleges and universities will take teaching organization, teaching preparation and curriculum implementation as the main points to evaluate the overall effect of the curriculum, especially the evaluation of teachers' teaching level and organizational ability. Therefore,

there exists the suspicion of one-sided emphasis on the stability of curriculum content and curriculum structure, which fails to reflect the innovation and adaptability of curriculum evaluation.

## **1.2 The feedback of evaluation results is not in place**

The fundamental purpose of curriculum evaluation for information technology curriculum is to explore the shortcomings of curriculum teaching according to the evaluation results, and encourage teachers to adjust and reform curriculum design based on the evaluation results, so as to effectively strengthen the effectiveness of curriculum implementation on the premise of meeting the needs of students' ability improvement and realizing the purpose of improving the quality of curriculum construction. Based on the clear background of the new curriculum reform, the author believes that there is a problem of inadequate feedback of evaluation results in curriculum evaluation. This indicates that the content of evaluation results may be wrongly focused on the understanding of comments and scores, and there is no multi-angle and comprehensive evaluation and analysis of the overall process of course teaching. As a result, course evaluation becomes a formality, that is, there is no in-depth communication and discussion on evaluation results between the evaluators and the evaluators. The deficiency of evaluation result feedback at the later stage has not been effectively remedied.

## **2. Construction of information technology curriculum evaluation system under the background of new curriculum reform**

### **2.1 Design reasonable information technology curriculum evaluation indexes**

In the link of information technology curriculum construction, reasonable evaluation of information technology curriculum plays a very significant role in teaching guidance, and can meet the requirements of promoting information technology curriculum reform under the background of new curriculum reform. Therefore, in order to improve the scientificity and comprehensiveness of curriculum evaluation, it is necessary to include teaching staff, curriculum design, teaching environment, learning effect, curriculum implementation, resource construction and other items in the design of first-level IT curriculum evaluation. Among them, the evaluation of teachers mainly includes the evaluation of teachers' education, evaluation of teachers' teaching years, evaluation of teachers' titles in three aspects; The evaluation of curriculum design should focus on whether the curriculum positioning and syllabus meet the requirements of information technology curriculum teaching and whether the curriculum objectives and progress meet the realistic needs of accelerating the information technology curriculum reform under the background of the new curriculum reform. The evaluation of teaching environment mainly observes whether the number of computer laboratories meets the teaching requirements of information technology courses, the conditions of multimedia classrooms and whether the opening of network and laboratories can promote the construction of information technology courses. The evaluation of learning effect is intuitive, which can be completed mainly by examining students' learning attitude, understanding students' final assessment results and application ability of information technology. The evaluation of curriculum implementation is mainly divided into two levels. First, the rationality of teachers' teaching design and teaching method design is evaluated. Secondly, it is a dynamic teaching evaluation process to evaluate the rationality of students' computer practice and learning process. The evaluation of resource construction includes the setting of information technology curriculum teaching platform and the acquisition of information technology curriculum teaching resources.

### **2.2 Design the evaluation standards of scientific information technology courses**

Evaluation standards are mainly to formulate specific evaluation requirements for each evaluation item of information technology curriculum, that is, to further set evaluation standards in combination with the six items mentioned above.

#### **2.2.1 Teaching staff**

First of all, at the level of teacher education, the evaluation criteria should pay attention to the teacher group at the level of high education, and emphasize the proportion of double-qualified teachers. Secondly, at the level of teaching age, the evaluation criteria should pay attention to the assessment of teachers' tenure in the field of information technology and the richness of experience. Finally, at the level of teachers' professional titles, the evaluation criteria should pay attention to the reasonableness of the teachers' professional titles and the proportion of teachers with senior professional titles, so as to ensure a good driving effect.

#### **2.2.2 Course design**

First, fully consider the characteristics of students, ensure the rationality of course positioning, and on this basis, effectively improve students' application ability of information technology and professional quality of information technology. Meanwhile, it is necessary to pay attention to the cohesion between courses; Secondly, set clear and moderate curriculum objectives, avoid the phenomenon of overreaching, emphasize the practical application as the basis, to improve students' sustainable development ability as

the premise, design reasonable knowledge objectives; Thirdly, select the appropriate teaching content according to the enterprise's job requirements to ensure the efficiency of course syllabus implementation; Fourthly, we should attach importance to practical training activities and ensure reasonable and appropriate arrangement of projects, so as to cultivate students' ability to apply what they have learned.

### **2.2.3 Teaching environment**

In order to design curriculum evaluation standards for teaching environment, we should pay attention to evaluating whether multimedia classroom facilities are perfect or not. Whether the laboratory is open all day, whether it can meet the needs of students' independent practice and learning; Whether the number of computer LABS meets the objective needs of improving the teaching quality of information technology under the background of the new curriculum reform; Whether the network has realized the comprehensive coverage of teaching buildings and dormitories, and whether it can meet the needs of all staff and students to access the campus network teaching resources.

### **2.2.4 Learning effect**

The evaluation of learning effect mainly focuses on students' learning attitude, final examination and application ability of information technology. First of all, the learning attitude should focus on the assessment of students' learning motivation, learning interest and learning task completion; Secondly, the final examination should focus on students' academic performance, semester performance; Finally, the application ability of information technology mainly tests the degree of students' mastery of information technology knowledge, skills and quality standards.

## **2.3 Design correct scoring rules for IT courses**

In course evaluation, IT course scoring rules play a very important role, which can effectively reflect the importance of each evaluation index in the whole course evaluation. Therefore, in order to reflect the intuitiveness of the evaluation index, the author believes that the correct scoring rules of information technology courses should give specific scores for each evaluation index. Considering that the evaluation of information technology curriculum is essentially a new thing, in order to further meet the background requirements of the new curriculum reform, in the process of designing the scoring rules of information technology curriculum, correct evaluation scoring standards should be designed according to the specific implementation of information technology curriculum, so as to use different scores to reflect the construction of information technology curriculum. Help to accelerate the information technology curriculum to complete the teaching reform tasks and arrangements. The author suggests to increase the proportion of curriculum design, learning effect and curriculum implementation score to the original curriculum evaluation content and standard, so as to achieve dynamic curriculum evaluation and pay attention to resource construction.

## **Conclusion**

To sum up, based on the era of rapid development of information technology, in order to comply with the teaching requirements of the new curriculum reform, improve the quality of application-oriented personnel training. This paper takes the basic curriculum of information technology in colleges and universities as the research object, analyzes and discusses the construction of curriculum evaluation system as the research purpose, and proposes countermeasures and suggestions for the construction of information technology curriculum evaluation system by clarifying the problems existing in the current information technology curriculum evaluation, hoping to implement effective application-oriented personnel training plan.

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