

# Research on the Application of Process Assessment in Social Work Curriculum - Take Women's Social Work as an Example

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**Abstract:** As the importance of professional social work in the national strategy, one of the problems faced by colleges and universities is how to improve the social work professional education, for the motherland to cultivate more high-quality social work talents, the current social work professional teaching is facing many problems, women's social work as one of the direction of social work professional courses, relative to the basic courses, less attention, in terms of teaching needs innovative practice. By applying the process evaluation method to the teaching of women's social work, this study found that the process evaluation played a significant role in promoting students' participation, improving the activity of the classroom, and promoting the all-round development of students.

**Keywords:** Process evaluation; Women's social work; Course assessment

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## 1. Foreword

Social work has entered the national decision-making body, and it has developed into one of the will and actions of the Party, which plays an unprecedented role in improving the awareness, legitimacy and recognition of professional social work in the party and government departments. The social work has been placed at an unprecedented height. Can be expected, in the future, the social work of colleges and universities will become popular professional, will inspire more people choose and learn social work, and encourage more social work talent in the industry development, improve the whole social work industry talent team professional level, to meet the people's needs for a better life, alleviate China's social problems is the trend of The Times. For colleges and universities that offer social work majors, at this point, we need to think more about how to improve their own teaching level of social work majors? How to promote learning through teaching, so that more students really get the ability to improve.

For a long time, there are many problems in the teaching process of social work majors, such as teachers' insufficient attention to practical teaching and insufficient motivation; practical courses and projects are too complicated and complicated. Generally speaking, social work courses are divided into "specialized core courses", "specialized basic courses", "specialized elective courses" modules, among which, "professional elective courses" also known as "direction course", compared with the other two modules, the teaching and academic research attention is generally insufficient, on the one hand, the course less colleges, teaching update is slow, a variety of educational reform projects with "women social work" as the practice field; on the other hand, the research related to the course is rare. In addition, the teaching practice of women's social work courses is more extended in the traditional teaching method, that is, the "teacher-centered" teaching mode in which teachers teach and students receive knowledge. The traditional teaching evaluation often evaluates the learning effect of students solely by examination results, and pays attention to identification and selection<sup>[1]</sup>.

The process evaluation is guiding and promoting, and one of the key points and difficulties of implementing the process evalu-

ation is to set up a scientific and reasonable assessment method<sup>[1]</sup>. As a student to actively participate in, improve students' practical ability as the key professional, the concept of process evaluation largely and the teaching characteristics of social work fit, therefore, this paper, the women's social work course, for example, combined with teachers' teaching practice, discusses the process evaluation concept in the use of social work courses.

## **2. The application of process evaluation in social work professional courses**

Since the 1980s, the educational circle has gradually incorporated the process evaluation into the curriculum evaluation system. With the expansion of the practical field, it has gradually replaced the traditional curriculum evaluation method and become the key content of various educational reform projects. Process evaluation refers to the activities in which all kinds of information learned by students are explained in an immediate and dynamic manner in teaching activities, so as to reveal, judge and generate teaching value, evaluate students' learning process and their results, and promote students' learning with the evaluation results. The evaluation runs through the whole process of course teaching<sup>[1]</sup>.

Process evaluation method in practical application to follow the three basic principles, the first is diversified principle, it includes various forms of evaluation methods and the diversification of the evaluation subject, followed by the incentive principle, this principle emphasizes to stimulate students' interest in learning, pay attention to students' active participation, and is comprehensive principle, emphasizes the students' various ability<sup>[1]</sup>.

Process evaluation concept in the application of social work direction course has the family social work, the course by setting periodic assessment task, clear specific assessment standard, design the form of multiple task assessment and timely feedback modification strategy, the process evaluation throughout the whole course, in encourage students to think positively, dare to innovation, improve students' comprehensive analysis and problem solving ability has achieved good results. In addition, a quantitative study also showed that the process evaluation can significantly and positively affect the students' learning input<sup>[2]</sup>.

But application process evaluation has its advantages, also has its defects, mainly reflected in the teacher workload and evaluation of subjective strong, etc., teachers in the implementation of the evaluation method at the same time also faces many confusion, such as how to give full play to the evaluation of learning, how to deal with the results of student self-evaluation and peer evaluation, how to collect and manage a lot of evaluation information, etc<sup>[3]</sup>.

## **3. The application practice of process evaluation in women's social work curriculum**

Direction courses have an important impact on students to determine their future study, research and even practical direction. In addition to learning theoretical knowledge in this field in women's Social Work, students are more important to cultivate students' practical ability for women's social work. On the basis of following the principles of diversity, motivation and comprehensiveness, the process evaluation is applied to the teaching practice of women's social work. This evaluation runs through the learning process of the whole semester, and emphasizes the evaluation of the learning effect of students by multiple assessment methods.

3.1 Set up multiple assessment forms and make clear the assessment standards. In the traditional teaching evaluation, teachers mainly take daily attendance and final exam results as the main basis for evaluating students, and the proportion of the two bases in the total score is also different. Generally speaking, daily attendance will account for 20%, and the final exam results determine the total score of students to a large extent. Teachers to students in the whole learning process is not seriously, and in this course teaching, assessment way in addition to the classroom attendance and the final examination, also includes the participation of classroom activities, social investigation and the final examination, and adjust the different ways in the students' scores.

3.2 Pay attention to students' participation. Different from the previous mode of teaching theoretical knowledge first and then conducting practical training, this course pays more attention to students' participation in the whole learning process, from stimulating students' interest. In the process of teaching conventional theoretical knowledge, teachers focus on using heuristic teaching, citing classic examples in daily life, to arouse the resonance of students to promote students' participation. In addition, in class activities, the number of students' speeches becomes one of the criteria to quantify the degree of students' classroom activity.

3.3 Pay attention to the improvement of students' ability. The traditional evaluation method pays more attention to the students' written answers. As the active party in traditional teaching, in the absence of students' active feedback, it is difficult for teachers to accurately grasp the students' ability improvement, especially their practical level, on the other hand, students cannot examine the real effect of their own learning. After memorizing a pile of theoretical knowledge and answering the papers, they have no concept of the improvement of their ability. In this process, the students' teamwork ability, field investigation ability and academic research ability have been exercised to a certain extent.

3.4 Timely feedback from teachers. Traditional assessment methods pay attention to the final examination, teachers often

corrects on students submit papers, students are more through the transcript scores to test themselves in the past a semester learning effect, for their specific knowledge and ability to have a clearer understanding, not to mention targeted check 20. In this course, after each classroom activity, students can grasp the learning situation of each knowledge point through this platform, timely follow up the students' learning and practice progress, so that students can get timely guidance when they need it.

#### **4. Summary and discussion**

Through sorting out the curriculum assessment reform practice of process evaluation in "Women's Social Work", process evaluation has achieved remarkable results in promoting students' participation, improving the activity of the classroom, and promoting students' comprehensive development of students. This practical experience shows that there are two key points to apply process evaluation to teaching practice.

First, the success of process evaluation method largely depends on the early curriculum. When designing the whole course, teachers must grasp the implementation of each link and the connection between each other from a systematic perspective, and arrange the roles and work content of teachers and students in different stages of the course, so as to provide a clear guidance for the practical teaching.

Second, the application of process methods should change according to the nature of the course. As one of the direction courses of social work major, women's social work is more practical courses in the nature of courses, and should be designed based on the development and improvement of students' practical ability. Therefore, in this course, students are assessed in a participatory way.

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