Evaluation and Improvement Method of University Classroom Teaching Quality Based on Internet

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Abstract: With the continuous advancement of teaching reform, when carrying out education work in colleges and universities, it is necessary to grasp the application direction of classroom teaching quality evaluation methods, with the aid of the Internet, improve the efficiency of classroom teaching quality evaluation, and lay a solid foundation for the later optimization and adjustment of classroom teaching mode. Based on the actual situation of classroom teaching, this paper puts forward the method of using the Internet to improve the evaluation of the quality of classroom teaching in colleges and universities, and makes a deep research on this problem.

Keywords: Internet; Colleges and universities; Classroom teaching quality; Evaluate; Improvement strategy

Introduction:

When evaluating the quality of classroom teaching in colleges and universities, we can specifically evaluate the teaching subject, object and teaching process based on the orientation of the school running philosophy and the actual teaching process. Then, with the help of the results generated in the evaluation process, we can adjust the teaching plan in the next stage and provide empirical support for other colleges and universities to carry out education work. Therefore, colleges and universities should evaluate the situation and improve the evaluation of classroom teaching quality with the help of the Internet, so as to achieve a more ideal teaching evaluation effect.

1. The basic theory of classroom teaching quality evaluation

Classroom teaching quality evaluation plays an important role in promoting students' growth and guiding teachers' professional development. Based on this, in colleges and universities, reasonable and scientific evaluation of classroom teaching quality will become an important part of contemporary teaching. How to use effective and scientific classroom teaching quality evaluation to implement teaching work and assist teaching class will be an important basis for successful implementation of teaching work. At the same time, it is also an important foundation for various educational decisions in the later period [1].

The evaluation of classroom teaching quality can be divided into "evaluation" and "evaluation of classroom teaching quality". "Evaluation" is a word with a very broad meaning, and its actual meaning is to judge and measure people, things and things, and analyze their specific value. In the process of evaluation, through the evaluation, analysis and measurement of people, things and things, we can draw conclusions about what kind of value they have, and further reflect the importance of people, things and things. The process of evaluation includes value judgment and fact judgment. At the same time, it is important to pay attention to that whether it is value judgment or fact judgment, it should be based on facts, collect information from multiple angles, and make an objective evaluation of the actual value of people, things and things. "Evaluation of classroom teaching quality", specifically related to the quality of classroom teaching. As a general term for the evaluation and measurement of the quality of classroom teaching, the main purpose is to improve the quality of teaching and improve the quality of students' learning, which forms an evaluative process. In the actual application of classroom teaching quality evaluation methods to implement the evaluation work, the evaluation and measurement of teachers and students should also present a state of mutual inclusion. In particular, students' learning process and teachers' teaching courses should be included in the whole evaluation activity.

2. Existing problems in the evaluation of classroom teaching quality in colleges and universities

2.1 The evaluation method is relatively simple

In the current period of teaching activities, the evaluation of classroom teaching quality is effective, but the evaluation methods and means used by some universities are too simple [2]. In general, the subjects involved in the evaluation work include teachers, supervisors and students. Before the evaluation, supervisors and teachers will collect information and record lecture notes by random listening, and carry out phased evaluation and summative evaluation on the teaching process of the teachers. Students are required to fill out a paper form at the end of each semester to evaluate the teaching performance of all course teachers. Considering that the end time of each course is different, it is easy to formalize or dilute the specific evaluation content of students for teachers during this gap period. In the evaluation and scoring, there is a strong randomness, students are mostly based on their own subjective consciousness to score, the evaluation results obtained are not very accurate and true, it is difficult to combine the evaluation results to play a correct evaluation role in the quality of classroom teaching.

2.2 It is difficult to follow up teaching improvement suggestions

Since the results obtained by teachers and supervisors during lectures are produced in stages, the most important problem in the process of improving teaching quality is the delay of the summary of evaluation results. When the supervisor and the teacher inform the teacher of the main problems and specific improvement measures, the teacher's teaching work in this stage has finished. Therefore, the specific implementation of the improvement work can only start in the next semester, and it is difficult to give full play to the function of the evaluation of classroom teaching quality, improve teaching efficiency and improve teaching problems.

3. Evaluation and improvement method of university classroom teaching quality based on Internet

3.1 Real-time evaluation to improve the timeliness of evaluation work

With the assistance of the Internet, the evaluation of the quality of classroom teaching in colleges and universities can ensure the scientificity, rationality and timeliness of the evaluation, and the evaluation results can be quickly and timely transmitted to the teachers to help them improve teaching problems [3]. Therefore, when designing evaluation model, we should focus on the application method of Internet. With the Internet as the carrier, an online classroom teaching quality evaluation work platform is established to transfer all evaluation activities aimed at classroom teaching quality from offline to online. With the advantage of the network, the timeliness of evaluation information and evaluation results is guaranteed. With teacher titles as the level, specific quantitative indicators are formulated for each level, and the evaluation results are uploaded to the network platform by using text description and star rating methods. At the same time, it is necessary to provide detailed and specific evaluation content, including the professional quality, ethics, teaching methods and specific improvement methods shown by the teacher in the classroom teaching, so as to ensure that the comprehensive and detailed evaluation truly reflects the actual problems in classroom teaching. After the end of each class, supervisors, teachers and students can use computers and mobile phones to log in online evaluation and publish their own evaluation of the quality of classroom teaching. Teaching managers can collect all the evaluations, refine and organize them in time, generate improvement plans, and transmit the information to teachers, so that teachers can improve teaching problems in time in the next teaching work. At the same time, teaching managers can also compare the teachers' evaluation of classroom teaching quality with the results of the previous evaluation, so as to further realize the goal of promoting reform by evaluation.

3.2 Dynamic evaluation, full participation in the evaluation of classroom teaching quality

The implementation of the evaluation of classroom teaching quality on the Internet platform can quantitatively maintain the evaluation indicators, and complete the dynamic evaluation adjustment according to the needs of the evaluation subjects and teaching management personnel on the evaluation content, which is more convenient to exert the value of classroom teaching quality evaluation and help the sustainable development of contemporary college education. In this regard, teachers' teams and supervisors should make corresponding adjustments to the evaluation indicators of classroom teaching quality, and promote the evaluation of classroom teaching quality to cover the whole process of teaching according to different majors, different courses and different teaching objectives. At the same time, all members of the whole school are invited to participate in the evaluation of classroom teaching quality, and express their views and opinions on the online evaluation platform. In this way, the enthusiasm and initiative of school members to participate in the

evaluation work can be improved, and the accuracy and pertinence of the evaluation of classroom teaching quality can be improved. It can help and pave the way for the successful completion of classroom teaching quality evaluation.

3.3 Systematic evaluation, comprehensive evaluation of teaching management and teaching quality

In colleges and universities, teaching management departments should summarize and integrate the data generated by the evaluation results of classroom teaching quality, and carry out systematic supervision, so as to find the problems existing in classroom teaching in time, analyze its shortcomings, and formulate corresponding rectification plans. Supervisors should sort out the collected data in detail, promote the combination of teaching supervision and teaching quality evaluation, and carry out quality tracking work purposefully. For example, the teacher's classroom teaching quality problems are recorded in the Internet platform, and teaching research teams are regularly organized to conduct in-depth research and summary. At the same time, the members of the teacher group should also carry out self-inspection and self-correction activities on a regular basis according to the information on the platform. On this basis, teaching supervision and classroom teaching quality evaluation can form a healthy and positive closed-loop mode, so as to facilitate teachers, college management and other aspects to timely understand the situation of classroom teaching quality, analyze the existing problems, take effective countermeasures to rectify the problems, and then provide valuable data support for the next stage to formulate management plans and decision-making plans.

Conclusion:

In summary, in the process of evaluating the quality of classroom teaching in colleges and universities, accurately grasping the direction of teaching evaluation and optimizing the original evaluation form and evaluation process through the Internet can achieve the evaluation effect of twice the result with half the effort. Therefore, the integration of the Internet and the evaluation of classroom teaching quality needs to be deeply explored. Only by giving full play to the evaluation auxiliary value of the Internet can the evaluation work be more effective and truly serve teachers and students and teaching.

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