Research on the development of student evaluation platform under Internet + model

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Abstract: With the advent of the "Internet +" era, the evaluation of students' comprehensive quality has been widely discussed in theory and practice in colleges and universities. The input of database, the portrait of the evaluated object and the development of the evaluation platform are all topics that need further exploration and development. With the increase of the demand for professional talents in society, the requirements for the diversified training of students are gradually increasing, and the comprehensive evaluation of students is particularly important. This article mainly analyzes the current situation and existing problems of the evaluation of students in Chinese colleges and universities, in order to enhance the comprehensive evaluation of students through the Internet + operation mode, so as to improve the level of self-cognition and self-learning ability of students.

Key words: Internet +; Evaluation platform

I. Overview

With the rapid development of the Internet, big data, cloud computing and other technologies, the Internet era is like a storm, rapidly sweeping the entire education sector. Under the background of the influence of the Internet on college education, technical means such as students' online development evaluation have developed rapidly, and the traditional examination evaluation mode has been impacted and challenged unprecedentically. The construction of evaluation platform closely related to talent training has always been the focus of major colleges and universities. At present, most schools in China still use examination as a means to evaluate and analyze students. However, in the Internet era, in addition to a single examination evaluation, the establishment of a comprehensive quality evaluation mechanism can effectively improve the fairness of the student evaluation platform. In the traditional teaching examination evaluation, the evaluation of students' scores is mainly under the management of the academic affairs Office of the university. The influential factors of the evaluation of students' scores come from relatively single sources, and the composition of students' evaluation personnel is relatively fixed. However, a single evaluation is easy to cause mistakes in evaluation, affect the final evaluation results of students, and it is difficult to reflect the overall situation of students comprehensively, comprehensively and objectively, which makes the teaching and management of the school fall into a passive situation. The advent of the Internet + era provides a new vision and broad thinking for the comprehensive quality evaluation.

II. Disadvantages and limitations of traditional score evaluation

The traditional educational methods take teachers as the basic point, and inculcate knowledge through classroom teaching, knowledge question-answering, homework, course testing and other methods, while ignoring the cultivation of students' comprehensive ability. The evaluation guided by traditional education is the evaluation in the traditional sense. It is generally a qualification recognition or test of the educational object at the end of the educational process. This recognition or test often only has the objective evaluation and the lack of process evaluation. This article believes that there are four drawbacks and limitations of traditional score evaluation.

1. The lack of talent training pertinence

Traditional score evaluation focuses on objectification, standardization and quantification, which may neglect personality traits such as willpower, creativity and action that are difficult to quantify. The traditional grade evaluation emphasizes the identification and selection of a single index, takes the score as the main indicator, and the evaluation result is too simple, which is not conducive to the all-round development of students. The main problem is that it takes the final score as the only criterion to evaluate students, and the evaluation system is unscientific. This is bound to lead to the talents that are inconsistent with the needs of today's society. Now the needs of the society are diversified, not just talents of a single discipline. Such a single evaluation system is difficult to make a perfect evaluation of the overall development of students.

2. It is not conducive to the cultivation of students' comprehensive ability

Traditional evaluation often to paper test results to measure students, and individual students in the response to the test may have shortcomings, if only use test results to evaluate students, is bound to affect the deep potential of students mining, often these students creativity and imagination and other abilities can not be explored. The lack of a diversified evaluation platform will bury the talents and personalities of some students, hinder the comprehensive development of comprehensive ability, and is not conducive to the healthy development of students' personality.

3. It is not conducive to mobilizing students' enthusiasm

The traditional evaluation seeks to get high scores in the exam. This evaluation goal evaluates students' learning results based on their grades. It is not rigorous, scientific and comprehensive to define the ability only by the good or bad grades. For the final evaluation results are determined by many factors, students with poor performance can not find their own strengths and advantages, lack of necessary incentive policies, and further lose the necessary enthusiasm in the process of development, resulting in personal potential can not be effectively

developed and applied.

4. It is not conducive to the development of students' comprehensive quality

Training and cultivating high-quality talents is the main purpose of the implementation of education and teaching activities in higher vocational colleges, and also the key to the development of higher vocational colleges. The State Council in the "Vigorously develop vocational education decision" pointed out that China's vocational education in the process of training students to adhere to the scientific concept of development, education-oriented, the fundamental purpose of training is to comprehensively promote quality education. The traditional score evaluation emphasizes intellectual education, neglects physical education and aesthetic education, and the effectiveness of moral education is relatively poor. While paying attention to book knowledge and skills, the cultivation of students' morality, learning ability, innovative spirit and practical ability can not be paid due attention. With the development of higher vocational education, it has become the primary responsibility of colleges and universities to train high-quality laborers and highly skilled professionals for the purpose of serving the society. To accelerate the training of national skilled talents, it is necessary to improve the training of skilled talents urgently needed in production and service, especially the training of highly skilled specialized talents with comprehensive quality. Only by establishing and improving the comprehensive service evaluation system of vocational college students can we better promote vocational colleges to run schools for the society and the market.

III. The advantages and feasibility of Internet + model comprehensive evaluation

The Internet has promoted the reconfiguration and integration of the evaluation system of major universities. On the one hand, the Internet has greatly improved the role and value of the educational evaluation system, expanding from the traditional one teacher evaluating dozens of students to one teacher evaluating thousands or even tens of thousands of students. On the other hand, the characteristics of the Internet blockchain make it possible to make comprehensive evaluation in different regions, different majors and different times, which also avoids the risk of evaluation mistakes to a large extent and improves the efficiency of evaluation.

1. The status quo of comprehensive evaluation of Internet + model

The diversified comprehensive evaluation under the Internet + model was applied earlier in foreign teaching platforms. For example, the University of Wisconsin-Madison in the United States has set up an academic evaluation committee, which is formed by the provost of the school and directly hears the report of the committee on the relevant evaluation results. Some domestic colleges and universities pay more attention to learning-centered evaluation, while teaching-centered evaluation is relatively insufficient. As a result, the teaching-centered assessment mostly focuses on students' academic performance rather than students' comprehensive ability. The public expects tests to measure students' performance, while teachers are more likely to identify students' strengths and weaknesses through written work. While teaching-centered assessment focuses on student achievement, learning-centered assessment is also used to improve curriculum and pedagogy to help students learn better. As Linda Suskie says, "Many universities expect assessments to improve internal quality, but the results are minor tweaks. The cost of such minor tweaks is relatively low, faculty consensus is difficult, and it does not substantially improve the overall quality of the university." In the process of student training and evaluation, schools should pay attention to the cultivation of students' comprehensive ability, including morality, ability, performance and knowledge in the evaluation system. As early as 1994, the University of Wisconsin-Madison formulated the "General Education Plan" to cultivate students' comprehensive ability, and it has been revised three times since then. According to the evaluation system, four frameworks are built: Breath of learning, Communication, Ethnic Studies and Quantitative Reasoning.

2. The advantages and development direction of the Internet + model comprehensive evaluation

In the process of Internet + model comprehensive evaluation, teachers are the key groups that use evaluation methods to effectively improve the evaluation results of students. From the beginning of the operation of the evaluation platform, researchers, practitioners and other stakeholders have recognized the importance of teachers' participation in evaluation. However, not all teachers were enthusiastic about the Internet + model integrated evaluation when the evaluation plan was presented to them. In the process, although many teachers accepted the evaluation of student learning by the Internet + model comprehensive evaluation, they put forward relevant suggestions for improvement. However, when asked to operate according to the new evaluation platform system, many older teachers are resistant. There are two main reasons for this phenomenon. One is that teachers lack the necessary training. In many schools, most teachers do not have formal assessment training and lack the basic knowledge and skills to conduct Internet + assessment, which makes them unable to complete the assessment work independently. In the process of seeking help from others, the evaluator and people other than the assessed are involved in the evaluation system, which may lead to the lack of objective accuracy of the evaluation and the imbalance of the evaluation results. This requires managers to make use of limited resources and funds to maximize the value of the evaluation system, and build information databases and evaluation platforms through effective means such as the Internet. Schools can compare the expenditure situation and budget allocation of different funds, and give priority to the "cost-effective" evaluation means and methods in order to give full play to its role in the Internet + model evaluation.

3. The feasibility of the comprehensive evaluation of Internet + model

The Internet + model comprehensive evaluation platform is based on the teaching information base evaluation system, which sets up a variety of evaluation modes and evaluation systems. The first is the process evaluation, which evaluates the learning process, training experience, theoretical knowledge and practical ability of the evaluated objects. The second is the results-based evaluation, which puts the data of the evaluated object's learning results, internship results and award categories into the database to provide a basis for the later

comprehensive evaluation. The third is peer expert evaluation, which summarizes the contributions and achievements made by the evaluated object in the major or the field, so as to be included in the final evaluation. This kind of comprehensive evaluation method is not only inspirational and creative to the upper, but also has the corresponding compatibility to the lower. Administrators can import the platform through the Internet + mode comprehensive evaluation block linked to the university's long-term practice evaluation system, which makes the platform's evaluation methods diversified and more conducive to comprehensive and multi-angle portrait evaluation of evaluation objects.

IV. Conclusion

Since entering the 21st century, the Internet + comprehensive evaluation education system has gradually been widely recognized and respected. The new and diversified evaluation platform has continuously achieved new practical results, promoted the leapfrog evolution of education and teaching, thus driving the progress of social progress and development, and providing a broad space for the reform, innovation and development of the country. The completion of the evaluation system has a lot of significance. (1) Through the collection of diversified information of students to form a portrait to build a database, to facilitate the daily education and teaching management of colleges and universities (2) targeted training of students with different advantages, promote the construction of professional talent echelon, achieve accurate employment, and reduce the later training costs of enterprises. (3) Improve the evaluation and supervision system, strengthen the evaluation constraint mechanism, achieve timely feedback in the semester, and adjust the training strategy of the evaluated object in real time. (4) The Internet + comprehensive evaluation education system provides an important reference for the construction of student training, teaching management, practice training and personnel training systems in major colleges and universities, provides an innovative evaluation platform for classroom education, strengthens the communication efficiency between students and teachers, and improves students' self-cognition level and self-learning ability.

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