Dilemma and Breakthrough: from the perspective of professional certification Thinking and examining the evaluation of classroom teaching quality

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Abstract: Classroom teaching is one of the main positions of talent cultivation, classroom teaching quality is an important guarantee to improve the quality of talent cultivation. There are some problems in the practice of classroom teaching quality evaluation from the perspective of teachers' professional certification, such as incomplete implementation of the connotation of certification concept, not prominent student center, not obvious output guidance, and weakly continuous improvement. To solve the current problems of classroom teaching quality evaluation, we should have a deep understanding of the certification concept of teachers' major, take the output as the guidance in classroom teaching quality evaluation, establish a classroom teaching quality evaluation system centered on student evaluation and with continuous improvement, gradually form the classroom teaching quality culture, and comprehensively improve the quality of talent cultivation.

Since the Ministry of Education launched the professional certification of teachers in 2018 (hereinafter referred to as professional certification), the professional certification of teachers has become an important measure to improve the quality of talent cultivation. in China's normal education in the new era. The certification of teacher education is focused on the theory of OBE (Outcomes based(focused) education). Adhere to the basic concept of "student-centered, output-oriented, continuous improvement and re-engineering the quality process of talent training, carrying out reverse design, forward construction, and the top-level design path of talent training where the end point determines the starting point and process.In October 2000, the Central Committee of the Communist Party of China and the State Council issued the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era", which clearly proposed to improve the mechanism of building morality and cultivate people and reverse the unscientific orientation of educational evaluation and once again carried out a top-level education evaluation design and planning.

Classroom teaching is an important part of the process of talent cultivation. The quality of classroom teaching is directly related to the achievement of the quality goal of talent training. In the aspect of classroom teaching quality evaluation, foreign scholars take students as the center for in-depth research, especially the cultural factors, individual factors of students, gender factors of teachers and other factors that may affect the reliability of the evaluation. Domestic scholars have conducted in-depth analysis on the problems and causes of classroom teaching evaluation, and have also conducted a large number of studies on the design of specific indicators. However, around the core issues of how to design, how to reflect the student center, how to implement and how to achieve the classroom teaching quality evaluation under the perspective of teacher education professional certification and education evaluation reform, colleges and universities are still in the exploratory stage. There are still some defects in the design of related quality evaluation, and the quality assurance is "not much, if any". In view of this, this article on the basis of existing research, by the students as the center, based on continuous improvement, multiple stakeholder participation under the quality demands of interpretation try to further analysis of the current predicament existing in the theory and practice of classroom teaching quality evaluation and the breakthrough, thus further optimizing the classroom teaching quality evaluation, design and practice of dedication peep-hole view.

1.The Practical Dilemma of Teaching Quality Evaluation in Teachers Colleges

The certification highly focuses on the improvement of the training quality of normal university students, emphasizes the needs of teachers in basic education and the comprehensive development of normal university students, and pays attention to what normal university students have learned when they graduate and what they can do after graduation. It is required that the quality of talent training must be based on the basic concept of "student-centered, output-oriented, and continuous improvement". Three mechanisms should be established (quality monitoring mechanism, achievement degree evaluation mechanism, quality improvement mechanism) and three achievements (cultivation goal achievement, graduation requirement achievement, and curriculum goal achievement).There is a deep logical relationship between the three achievements, and the achievement of curriculum objectives is the basis of the three achievements and the guarantee of the quality of talent training. However, the achievement of curriculum objectives depends on the realization of modularized teaching objectives in the procedural classroom. In practice, there are still many deficiencies in how to design and implement classroom teaching quality evaluation from the concepts of student-centered, output-oriented, and continuous improvement, which are mainly manifested in the following aspects.

1.1 Student Center is not prominent

Teachers' professional certification requires that the classroom teaching of normal students should shift from the traditional teaching

mode centered on teachers' "teaching" to the classroom teaching mode centered on students' individual "learning". This requires teachers to design classrooms, arrange teaching, allocate teaching resources and change teaching methods with the actual effect of classroom learning and personality development of normal students as the center in classroom teaching, so as to achieve the achievement of curriculum goals. However, in practice, there are often curriculum The selection of content and the use of teaching methods do not really pay attention to the centrality of students, and the following problems often occur.

1.1.1 The design of classroom teaching content is disjointed

Under the background of normal education professional certification, the classroom teaching of normal university students should focus on students' ability development and the support of curriculum objectives and teaching content. Whether the teaching content can effectively support normal university students' ability development and the achievement of graduation requirements is the basis of classroom teaching quality. Often exist in current college teachers' professional classroom teaching based on teaching materials, teaching contents are highly dependent on the teaching material arrangement, can't really focus on the teaching material content to support the formation of students' ability and the achievement of course objectives, teaching content and students' graduation requirements of the disconnect, use of teaching materials and curriculum content design to reflect "student center".

1.1.2 The integration of classroom teaching content is insufficient

The cultivation of normal university students is not the assembly of several modular courses, but more importantly, the integration of courses, the seamless connection between classroom and practice, and taking multiple measures to work together. For example, in terms of teacher morality, in order to cultivate teacher morality, we should pay close attention to the actual situation of students in teaching, pay attention to integrating teacher morality in classroom teaching, practice teacher morality in practice, and sublimate teacher morality in practice. However, in the actual teaching process of colleges and universities, the phenomenon of three skins in the professional courses, teacher education courses and general education courses of normal students often occurs, and the courses are separated from each other. , teacher moral training and other aspects cannot form a joint force for students' teacher moral development.

1.1.3 Classroom teaching methods are not reformed enough

Under the background of teacher training professional certification, the current teachers' classroom teaching methods are not reformed enough. Most teaching methods are relatively traditional. There is a lack of in-depth analysis of the learning situation of normal students. There are few teaching methods such as case teaching, inquiry teaching, group teaching, and on-site teaching; the application of information technology in the classroom to solidly promote the reform of teaching methods is not enough, which affects the effective achievement of curriculum goals in talent training.

1.2 Output orientation is not obvious

The output oriented concept of normal education certification emphasizes that the normal education major should be based on the needs of social development and talent training, oriented by the development results of normal university students, and starting from the learning results of normal university students when they graduate and their career development ability after employment, reverse design the curriculum system and teaching links, and configure the teaching staff and resource conditions. Evaluating the training quality of Teachers' professional talents.

The current evaluation of classroom teaching quality for normal students is reflected in the design that it is rarely implemented in the way of reverse design and forward construction. There is often evaluation in the evaluation process, but there is no basis and the design is unscientific; evaluation is carried out, but based on interests Insufficient participation of relevant parties in the evaluation subject; there are evaluation results, but no in-depth analysis, the understanding and implementation of the output-oriented connotation are not in-depth, and the output-oriented institutional mechanism needs to be improved

1.2.1 Evaluation criteria lack of basis

Under the background of professional certification, relevant colleges and universities have carried out the evaluation of classroom teaching quality, but there is no clear evaluation basis and no relevant institutional norms have been formed. When the classroom teaching quality standard was formulated, it was separated from the graduation requirements and curriculum standards. Classroom teaching and quality evaluation only considered whether teachers completed the current classroom teaching content, and did not pay attention to what students learned and whether what they learned was consistent with the curriculum standards and graduation requirements., the lack of the supporting relationship between the curriculum content and the curriculum standards affects the effectiveness of the rationality evaluation of the curriculum system in the bottom line.

1.2.2 Class evaluation subject participation is single

At present, the evaluation of classroom teaching quality in colleges and universities generally only adopts the method of students' evaluation of teaching, and the evaluation method is relatively single. It is not obvious that stakeholders such as peers, supervisors, and employers participate in the evaluation, especially the evaluation mechanism based on teacher training has not been established or perfected. Failure to meet the requirements of certification standards is not conducive to the implementation of the output orientation of the curriculum rationality evaluation required in the bottom line of professional certification, and affects the standardization of the rationality evaluation of

the bottom line curriculum system of normal education professional certification.

1.2.3 Improper use of evaluation results

Most of the current classroom teaching quality evaluations only briefly analyze the evaluation results of teachers' teaching skills, teachers' teaching content, etc. The evaluation results are rarely used for the support of the curriculum content to the curriculum standards and the achievement of the graduation requirements by the curriculum standards. Rational analysis; there is still room for further improvement in the support and achievement of classroom teaching content and classroom teaching methods for the learning effect of normal students. At the same time, there is also a lack of necessary analysis on the rationality and scientificity of the evaluation methods and the evaluation results themselves. In practice, there is still neglect of the evaluation results. Some evaluations are purely for the purpose of completing the evaluation activities, and there is no in-depth analysis of the evaluation results, which affects the The practical utility of the course rationality evaluation of the bottom line requirements of professional certification.

1.3 Continuous improvement is weak

Normal professional certification to highlight the "continuous improvement" quality assurance system, at the theoretical level of classroom teaching quality evaluation is embodied in the main classroom for students learning and comprehensive evaluation of objective analysis, the formation of the corresponding class teaching quality evaluation results, at the same time establish the corresponding mechanism, in-depth analysis of the evaluation results on a regular basis, form the basis of the next step to improve, And the continuous improvement of the effect of tracking feedback to evaluate the improvement again, so repeated, the teaching quality spiraled upward. However, in practice, classroom teaching quality evaluation often has problems such as imperfect mechanism and difficult implementation of improvement, resulting in the form of continuous improvement is greater than the significance, and the improvement effect is weak.

1.3.1 Continuous improvement mechanism to be perfected

Under the background of certification, the continuous improvement mechanism has been established for teachers' major in colleges and universities to some extent, but the operation of the continuous improvement mechanism is not smooth, and there are certain conflicts and disconnections in each link. In the evaluation of classroom teaching quality, only teachers' teaching evaluation is taken as the object of evaluation, without really paying attention to the relationship between students' learning output, classroom teaching links and continuous improvement, and the mechanism of continuous improvement needs to be further improved.

1.3.2 Continuous improvement is difficult to implement

In normal professional certification, the relevant professional and curriculum implementation to achieve degree of evaluation and continuous improvement, However, from the point of view of the time and process of operation, the continuous improvement work has not been continuously implemented. in some cases, it is limited to professional certification work, and does not really apply continuous improvement to the normal work of talent cultivation. With the end of the certification work, all kinds of evaluation work will also stop; The continuous improvement is not closely combined with the construction of first-class (double high) courses, curriculum ideological and political construction, and first-class undergraduate (double high) professional points. In terms of classroom teaching quality, the evaluation results as teaching content selection, teaching method reform and other aspects need to be strengthened, there is still a gap in the overall implementation of continuous improvement work.

1.3.3 Continuous improvement is not tracked

In the process of practice, colleges and universities have carried out continuous improvement according to the requirements of certification. From the perspective of the overall effect of continuous improvement, the effect of continuous improvement is not very obvious. In particular, there is no continuous tracking of whether the measures of continuous improvement are scientific and the improvement effect is effective, and the lack of scientific demonstration leads to the superficial work of continuous improvement without in-depth substance, and it is difficult to truly form quality improvement.

2.The Contemporary Breakthrough of Classroom Teaching Quality Evaluation in normal professional

Classroom teaching is an irreplaceable part of the training process of normal university students. Under the background of the current normal university certification work, how to reform from the aspects of ideas and systems, adhere to scientific, standardized and effective quality evaluation, and ensure the national demand for high-quality talents in the new era has become a new proposition of The Times. In view of this, this paper will try to propose a breakthrough from the following directions, in order to throw a brick to attract jade.

2.1Change the evaluation cognition around the certification concept

Cognition guides practice, worldview and values always affect people's choices in practice. Different worldviews and values have different methodological choices and practice choices. Teacher education professional certification emphasizes the allocation of educational resources and arrangement of teaching activities centering on the learning effect and personal development of normal university students (namely, student center). It focuses on what normal university students have learned in school and what they can do after graduation. It

emphasizes to clarify the standard of normal university students' learning output, meet the needs of social teachers, and comprehensively evaluate the training quality of normal university students (i.e., output orientation). And the evaluation results of each link in the training process of normal students are used for teaching improvement to form a closed loop of "evaluation feedback improvement" (namely continuous improvement). Under the background of the current normal professional certification, the teachers' professional certification should thoroughly understand and apply "student center, output oriented, continuous improvement," the basic authentication idea, changing the concept of quality evaluation, adhere to the "shape" to "spirit likeness" shift, reshape the guiding concept of classroom teaching quality evaluation based on output and gradually formed the cultural pursuit of talent training quality.

Colleges and universities can deepen the certification concept, update cognition and improve practical guidance by means of "internal training and external introduction". On the one hand, relevant colleges and universities can hire relevant experts to carry out cognitive concept interpretation training, and on the other hand, colleges and universities can carry out related lectures, knowledge competitions and other activities to deepen the understanding of certification concept. In terms of participants, schools should organize all teachers to participate, liberate the traditional thoughts of talent training, update the cognition of talent training, and deeply integrate the essence of cognitive concept with "three integrity education". To truly understand the concrete embodiment and value significance of the "student-centered, output-oriented, continuous improvement" certification concept in the training of normal university students.

2.2 Based on the concept of certification to improve the security system

From the perspective of system theory, the system maintains its stability and balance in the process of dynamic and constant change. There is not a simple linear connection between the various subsystems within the system, but there are multiple interactions or mutual causal cyclic relationships The quality of classroom teaching is an important part of the internal quality assurance system of colleges and universities. To realize the scientific and effective evaluation of classroom teaching quality depends on the establishment of a perfect and scientific internal quality assurance system. Under the background of professional certification, it is necessary to establish an internal quality assurance system based on the concept of "student-centered, output-oriented, continuous improvement", highlighting the characteristics of normal colleges and universities, emphasizing multi-party participation, focusing on output-oriented, insisting on improvement, and improving evaluation standards. Establish multiple evaluations based on stakeholder participation, and ensure the scientific and effective evaluation of classroom teaching quality from the top-level design.

2.2.1 Optimize the top-level design of internal quality assurance

The construction process of the quality assurance system of colleges and universities in my country is actually a process of implementing the government's will to run schools from top to bottom and from the outside to the inside, and realizing the control process of the quality of running schools in colleges and universities through quality assessment, performance accountability, resource reallocation and other management tools. This kind of evaluation is a top-down evaluation mode led by the government in terms of operation mechanism, and to a certain extent, it has played an external supervision and restraint role on the quality of professional personnel training in colleges and universities. At present, the internal quality assurance system of relevant colleges and universities still has problems such as incomplete system, unclear content, incomplete participants, and quality culture not yet formed. The established quality assurance system should be based on the actual situation to establish an internal quality assurance system based on the student center

Table 1 Examples of monitoring contents of each monitoring subject

Internal quality monitor subject	Internal quality assurance system monitoring content
School level,	Improve monitoring institutions, formulate relevant systems, provide teachers and conditions guarantee, etc.
Professional level	Carry out in-depth professional research, formulate scientific talent training programs, especially scientific talent training goals and graduation requirements, and monitor the specific implementation of each key link in the entire process of talent training.
Curriculum level,	According to graduation requirements, reconstructed the curriculum system, formulated scientific curriculum objectives ,reformed evaluation methods and monitored other processes.
Teacher level	Based on student output, implemented the three education reforms and strengthening the process of implementation of the goal to achieved.
Student level	Establish student growth profiles, cultivate students based on their personal circumstances, and ensure the achievement of abilities

In terms of the construction of the internal quality assurance system, relevant colleges and universities should implement the internal quality assurance system of the first-in-command responsibility system. Starting from the social requirements for the core competencies of normal students, combined with the school's school-running characteristics, establish the internal quality assurance system based on the school level, the professional level, the teacher level, the student level and at the curriculum level.

At the school level, the functional departments should be improved, the responsibilities of each quality monitoring department should be defined, the implementation mechanism should be optimized, and clarify the key links in the whole process of normal student cultivation, as well as the relevant monitoring systems and methods between the links, as well as the requirements for teaching staff and conditions guarantee, etc(see Table 1). At the professional level, the quality standards of each link should be formulated according to the talent training process of reverse design and forward construction, and the specific implementation measures and rectification measures should be improved. Teachers should strictly follow the internal quality assurance system and methods of schools and majors, and especially pay close attention to the ability of normal students to comprehensively carry out the reform of the three education systems. Reform the implementation of the curriculum, design the curriculum system in strict accordance with the talent cultivation aims, implement curriculum reforms such as modular courses corresponding to the graduation requirements, and carry out curriculum assessment and evaluation reform based on the ability points of normal students to ensure that the ability of normal students is achieved. At the student level, the growth and development files of normal university students should be established, and the development points of core competence of normal university students should be monitored to ensure the achievement of students' moral quality and teaching ability.

2.2.2 Improve the evaluation standard of classroom teaching quality

As the normal professional certification work continues to advance, the current classroom teaching quality evaluation standards of relevant colleges and universities are more and more difficult to adapt to the new requirements. The objects of classroom teaching quality evaluation mainly focus on teachers' teaching norms, teaching methods and other related teachers' teaching behaviors In terms of performance, students' evaluation of teaching is directly equivalent to the quality of classroom teaching, which shows that the evaluation object of the index system is offset, the content of evaluation indicators is inappropriate, and the output orientation is not reflected. In order to adapt to the current professional certification work, it is necessary to change the evaluation concept strictly according to the concept of student-centered, output-oriented, and continuous improvement, correctly position the evaluation subject, optimize the content of evaluation indicators, and ensure the achievement of students' course learning ability.

There is no denying that teachers' teaching ability factor is one of the important factors affecting the achievement of normal students' ability, but the core object of classroom teaching quality evaluation should not be teachers, but the output ability of normal students, that is, the evaluation should pay close attention to the current situation of students. What should be learned in classroom learning, what have been learned in this course, what have not been achieved, etc.

Therefore, the evaluation index of classroom teaching quality should firstly change the evaluation subject in the design, and transfer the evaluation perspective from the teacher to the output of the students. On this basis to design evaluation indicators, reversely analyze teachers' classroom teaching content and teaching methods through feedback from students, and continue to improve on the basis of the evaluation results(see Table 2).

Table 2 Examples of classroom teaching quality evaluation criteria based on output-oriented

Evaluation question description	Question design statement
1.I am aware of the learning objectives, requirements and considerations for this course.	Evaluation focus on students, pay attention to the ability points required by students for graduation.
2.I am aware of the implications of this course for future jobs.	Focus on students' learning of course content and their future job needs.
3.I know and master the relevant learning content of this course.	Focus on students' classroom output, pay attention to students' learning effect.
4.What I didn't grasp or the hardest to understand in this course?	Focus on students' learning difficulties and provide evidence for later improvement□
5.What attracted me the most about this lesson?	Investigate students' learning interests and improving teaching methods
6.What is my overall view of what I am learning in this course?	To investigate students' classroom learning self-review, self-reflection and provide basis for improvement

2.2.3 Establish multiple evaluation with the participation of multiple subjects

Normal education certification requires the establishment of a quality monitoring and certification system based on internal security and the combination of internal security and external evaluation. Therefore, colleges and universities should pay attention to the selection of internal and external evaluation subjects in the implementation process, and need to comprehensively adopt diversified evaluation methods and evaluation strategies that combine direct and indirect evaluation, qualitative and quantitative evaluation, and internal evaluation and external evaluation.Establish a division of labor and cooperation, the separation of main responsibilities and department-assisted management and management, and a quality evaluation mechanism to determine which talents can be evaluated externally and which can be evaluated internally. At the same time, for the standard design of external evaluation, the selection of evaluation methods should be carry

out strict audit and control to ensure the quality control of the key links in the cultivation of normal students. The evaluation of classroom teaching quality should be designed in accordance with the three stages of pre-class, in-class and post-class, respectively evaluating classroom teaching objectives, classroom teaching content, classroom teaching methods, classroom teaching effects, and classroom teaching reflection, and clarifying evaluation attention and evaluation content, highlighting the quality of classroom teaching.(see Table 3)

Table 3 Examples of the subject of classroom teaching quality evaluation

Classroom Evaluation Key Point	Evaluation Content	Evaluation Subject
learning target	Whether the teaching objectives are clear or not, the main judgment of the curriculum objectives is the formation of the ability of normal students and the rationality of the indicators supporting graduation requirements	Students, peers, teaching supervisors
learning content	Whether the teaching content is determined according to the nature and tasks of primary and secondary school (kindergarten) education, whether it runs through teacher moral education, and reflects the ideological and political requirements of the curriculum; whether it is connected with the progress of scientific research and the needs of basic education; Whether it forms an effective support for the course objectives.	Students, peers, teaching supervisors
learning method	Whether it is suitable for the teaching content, and whether the scope, extent and method of using information technology are obviously effective	Students, peers, teaching supervisors
learning effect	Whether the teaching objectives are achieved and whether the relevant knowledge and skills are mastered	Students,
classroom teaching improvement	Evaluate the improvement of teaching methods and other aspects based on the achievement of students' feedback	Teachers ;teaching supervisors

2.3 Adhere to the connotation of certification and deepen continuous improvement

The requirements for continuous improvement of teacher education professional certification emphasize focusing on the core competencies and quality requirements of normal students (graduation requirements), conduct all-round and whole-process tracking and evaluation of personnel training activities for teacher education majors, and use the evaluation results to improve talent cultivation work, forming a 'Evaluation-Feedback-Improvement' closed loop , establish a quality assurance mechanism for continuous improvement and a culture of pursuing excellence in quality, and promote the continuous improvement of the quality of teacher training professionals and strengthen the main responsibility of colleges and universities.

Based on the connotation requirements for continuous improvement of teacher education professional certification, classroom teaching quality evaluation should strictly follow the logical path of "evaluation-feedback-improvement", and continuously improve the achievement of normal students' core competencies To achieve this connotation, it is necessary to start from many aspects, such as majors, teachers and students. On the one hand, professional should establish a long-term mechanism for output-oriented classroom teaching quality monitoring to ensure the implementation of monitoring; On the other hand, it is necessary to use scientific and advanced evaluation tools, use big data platform for quality monitoring, real-time information analysis and feedback, and use output-oriented evaluation methods and reliable evaluation tools to normalize the monitoring of classroom teaching quality. Third, it is necessary to enhance students' and teachers' consciousness of pursuing quality. Only when the pursuit of quality is formed in the process of teaching and learning, can a good classroom teaching quality culture be formed continuously and continuous improvement be further deepened.

In the specific implementation, the starting point for the quality of classroom teaching is to evaluate the achievement of classroom teaching goals through students and other stakeholders. The evaluation platform and big data analysis are used to make judgments, and the analysis and judgment results are fed back to the teaching teachers, supervision, and quality management departments; teachers improve teaching attitudes, teaching methods, and teaching content based on the data analysis results before implementation, supervision and quality management. The department will track based on the evaluation results and teacher improvement. Students re-evaluate the quality of classroom teaching after teacher improvement, and the evaluation platform conducts big data analysis; the quality management department compares and analyzes the results of multiple classroom teaching quality evaluations to measure the effect of continuous improvement, and based on repeated continuously improve the evaluation results and formulate later guidance strategies. Repeatedly and spirally, in order to implement continuous improvement, continuously improve the quality of talent training, and promote the formation of the school's internal quality culture (see Figure 1 below)
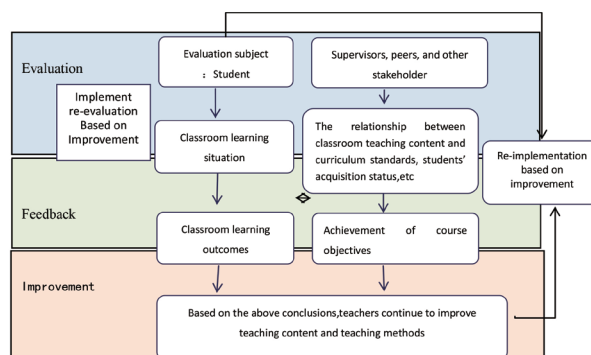
Figure 1 closed-loop diagram of continuous improvement of classroom teaching quality based on output orientation

Normal professional certification is an external guarantee mechanism for professional quality, however, classroom teaching quality monitoring is an important part of the internal teaching quality monitoring and guarantee mechanism. With the deepening of the normal professional certification work, colleges and universities should continue to play the role of the external quality assurance mechanism of accreditation, and continue to promote the establishment of an internal assurance mechanism; strengthen the quality of classroom teaching, and play the main role of training talents in classroom teaching. Professionals must deeply understand the concept of normal professional certification, internalize the concept into classroom teaching, and establish a continuous improvement mechanism for classroom teaching quality based on the concept of "student-centered, output-oriented, and continuous improvement", in order to effectively promote the achievement of curriculum aims and improve the quality of classroom teaching is promoted, and the training of high-quality talents in the teaching profession is promoted.

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