Discussion on "student centered" classroom teaching evaluation system in Higher Vocational Colleges

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Abstract: with the steady progress of the reform of classroom teaching evaluation, the construction of a perfect classroom teaching evaluation system has become the focus of higher vocational education, but there are some shortcomings in the current classroom teaching evaluation, which requires higher vocational schools to actively reform the evaluation concept, so as to effectively improve the effectiveness of classroom teaching evaluation. In this regard, this paper first expounds the current situation of classroom teaching evaluation in higher vocational colleges, then discusses the construction principle of "student-centered" classroom teaching quality evaluation index system, and finally puts forward the construction strategy of "student-centered" classroom teaching evaluation system in higher vocational colleges, so as to provide reference for other educational researchers.

Key words: Student centered; Higher vocational education; Classroom; Teaching evaluation

In higher vocational classroom teaching, teaching evaluation is not only an important guarantee to improve the quality of education, but also can provide the core basis for promoting education reform. However, in the current classroom teaching evaluation, due to the influence of traditional education ideas, teachers are used to evaluating students' performance from their own perspective, which fails to reflect the subjectivity of students in the classroom teaching evaluation. Therefore, teachers need to actively reform their own educational philosophy, in line with the "student-centered" educational philosophy, optimize and improve the classroom teaching evaluation system from the perspective of students, so as to improve the effectiveness of classroom teaching evaluation, and then accurately test the students' performance.

1. Current situation of classroom teaching evaluation in Higher Vocational Colleges

1.1 The objectivity imbalance of classroom teaching evaluation

In classroom teaching evaluation, most students fail to realize the importance of classroom evaluation for their own development, will not pay attention to the evaluation results given by teachers, will correctly evaluate teachers' teaching behavior, and even feel that the "task" of teaching evaluation issued by the school will increase their academic burden, and even a few students retaliate against teachers in bad faith, Teachers' teaching behavior will not be evaluated according to the real situation, resulting in the lack of objectivity of classroom teaching evaluation. In addition, restricted by the traditional education concept, teachers focus on evaluating students' learning results, while ignoring the evaluation of students' performance in the learning process, resulting in a relatively single evaluation result and unable to accurately evaluate students' performance, which is not conducive to improving their learning enthusiasm. Therefore, teachers need to pay attention to improving the objectivity of classroom teaching evaluation.

1.2 The practicability of evaluation index is not strong

At present, the evaluation indicators used by teachers are highly professional. It is difficult for students to understand the value and connotation of each evaluation indicator thoroughly in a short time, which makes it impossible for them to improve their learning behavior according to the evaluation results given by teachers, and teachers' teaching behavior will also be affected accordingly, It leads to the loss of the original educational value of the classroom teaching evaluation index, which further restricts the improvement of the quality of classroom teaching evaluation.

2. The construction principle of "student centered" classroom teaching quality evaluation index system

2.1 Reflecting students' subjectivity

Classroom teaching is composed of learning behavior and teaching behavior. Teaching evaluation activities not only need teachers' participation, but also require students' active participation. Therefore, we should pay attention to highlighting students' subjectivity. The details are as follows: first, students should not only enjoy the right of evaluation, but also fulfill corresponding obligations; Secondly, we should pay attention to stimulate students' initiative to participate in classroom evaluation, promote their active participation in classroom evaluation, improve their attention to classroom evaluation, and change their attitude towards classroom evaluation. Therefore, teachers should formulate the corresponding evaluation index system from the perspective of students, make the evaluation index fit the students' cognitive level, avoid the fuzziness and complexity of the index content, and effectively improve the students' sense of ownership, so as to effectively improve the effectiveness of classroom teaching evaluation.

2.2 Follow the guiding principle

In the learning stage of higher vocational education, some students will feel at a loss, which makes their learning pressure and negative emotions increase invisibly, which is highlighted by unclear learning objectives, weak learning awareness, lack of learning motivation, limited learning ability and untapped learning potential. In this regard, when formulating evaluation indicators, schools and teachers should

integrate guiding elements into the evaluation indicators, and use the evaluation indicators to guide students to develop in a correct and healthy direction, so as to give full play to the education of classroom teaching evaluation and effectively improve the effect of classroom teaching.

2.3 Pay attention to the process of index system

Students' growth and learning process have a strong initiative, which is mainly reflected in their ability to personally participate in every link of classroom teaching evaluation, fully reflect students' independence, autonomy and creativity in the whole learning process, and participate in learning activities purposefully and planned. Therefore, when designing the classroom evaluation index system, teachers should not only consider how each learning process will affect students, but also pay full attention to the teaching process, so as to improve the effectiveness of classroom teaching evaluation.

2.4 Pay attention to the measurability of index system

Based on the "student-centered" education concept, the reform of classroom teaching evaluation can, on the one hand, encourage students to achieve self discovery, cognition and evaluation, promote their abilities to be significantly improved, and ensure the comprehensive development of students; On the other hand, it is also difficult for teachers to help teachers timely grasp students' expectations for classroom teaching according to students' evaluation and feedback, and adjust their teaching behavior according to the suggestions, so as to ensure that teachers' teaching literacy can achieve a qualitative leap. Therefore, teachers should pay attention to the measurability of the index system when formulating the index content, so as to improve the objectivity of classroom teaching evaluation.

3. Construction strategy of "student centered" classroom teaching evaluation system in Higher Vocational Colleges

3.1 Classroom teaching evaluation should be guided by "student centered"

In the "student-centered" classroom teaching evaluation, in order to improve teachers' and students' recognition of classroom evaluation, it is necessary to formulate a certain system to escort the classroom teaching evaluation. First, with the advent of the information age, students can use various online platforms to evaluate teachers' classroom teaching. Such an evaluation method is easier to stimulate students' sense of identity, shorten the distance between teachers and students, facilitate teachers to guide students' performance in time, and promote them to truly understand the connotation of classroom evaluation, In order to highlight their subjectivity in classroom teaching evaluation. In addition, in the classroom teaching evaluation, teachers should carry out the necessary operation guidance, so that students can rationally realize the consequences of their behavior, and use the evaluation right more scientifically and reasonably. In addition, after the classroom evaluation, teachers should timely publish the evaluation results, change students' attitude towards classroom teaching evaluation ideologically, and make the classroom evaluation atmosphere more fair, so as to ensure the effectiveness of classroom evaluation. At the same time, schools need to provide teachers with some successful cases of "promoting teaching through evaluation", change teachers' performance of students' participation in classroom evaluation, and actively use the evaluation results to improve their teaching behavior, so as to significantly improve the education level of higher vocational schools.

3.2 Creating a "student-centered" diversified evaluation method

"Student centered" classroom teaching evaluation needs to be diversified. First of all, from the perspective of the nature of evaluation, classroom teaching evaluation can be divided into process evaluation and summative evaluation. The details are as follows: first, process evaluation. This process needs to focus on the evaluation of students' performance in the learning process, so that teachers can master students' performance in time. At the same time, it can also prompt students to put forward their own suggestions to teachers in time, and urge teachers to adjust the follow-up teaching process, so as to effectively improve the effectiveness of classroom teaching. Second, summative evaluation. This link is mainly carried out at the end of the term. Teachers need to evaluate students' teaching in one semester, while students need to evaluate teachers' teaching performance in this semester. Secondly, from the perspective of evaluation time, the evaluation time can be divided into three stages: the beginning of the semester, the middle of the semester and the end of the semester. Teachers use the online teaching evaluation platform to evaluate students' performance from the beginning of the semester, the middle of the semester and the end of the semester, detect students' learning status in a dynamic way, compare the learning performance of the three stages, and adjust classroom teaching content and methods, so as to lay a solid foundation for enhancing students' comprehensive quality.

3.3 Construction of "student centered" evaluation index system

In the classroom teaching evaluation, the evaluation index is an important content, and its rationality and scientificity will directly affect the effectiveness of the evaluation results. Therefore, when constructing the evaluation index, teachers should change the evaluation concept, not only to evaluate learning behavior, but also to evaluate learning behavior. This requires teachers to guide students to build a perfect knowledge system and promote their comprehensive development on the basis of imparting professional knowledge to students. The specific evaluation indicators are as follows: first, teaching evaluation indicators, teacher literacy, teaching content, teaching methods, teaching effect, etc. Second, learning evaluation indicators, such as classroom interaction, knowledge harvest, ability training, students' expectations and feedback. In addition, when setting the evaluation index, the students' cognitive ability should be comprehensively considered to ensure that the evaluation index is easy to understand, operable and accurate. In addition, teachers can design teaching evaluation scales that give consideration to both curriculum commonness and professional individuality. Different courses can be set according to the basic teaching characteristics of the course, such as setting different evaluation indicators according to the nature of the course. Then, the personalized evaluation content is introduced into the general indicators of the course nature, so as to fully highlight the characteristics of professional

teaching, and accurately evaluate the specific performance of students in this major, making the classroom teaching evaluation results more targeted. This evaluation standard that takes into account the nature of the course and professional personality can further improve the scientificity and rationality of classroom evaluation, fully mobilize the initiative of teachers and students to carry out classroom evaluation, so as to effectively improve the quality of classroom teaching evaluation, ensure that students can make up for their own shortcomings according to the evaluation results, and then significantly improve their comprehensive level.

3.4 Improve the feedback mechanism of "student-centered" evaluation results

In the classroom teaching evaluation, the evaluation result feedback mechanism plays an important role. By improving the "student-centered" evaluation result feedback mechanism, students can timely obtain their own evaluation results, and teachers can also master the students' evaluation feedback in the first time, and adjust the classroom teaching evaluation system. In addition, when the school establishes a perfect feedback mechanism for the evaluation results, students' right to know the evaluation results can be guaranteed, and it is also convenient for them to adjust their learning methods according to the evaluation results, and teachers can also adjust their teaching ideas and methods according to the evaluation results. In addition, by improving the feedback mechanism, teachers' evaluation perspective can be actively changed, and they can implement classroom teaching evaluation from the perspective of students, so that the comprehensiveness and objectivity of teaching evaluation can be comprehensively improved. In this regard, higher vocational schools should link the feedback of evaluation results with the professional development of teachers and the learning development of students, so as to encourage teachers and students to actively implement the feedback of evaluation results and further improve the effectiveness of the feedback of evaluation results, so as to truly reflect the significance of classroom teaching evaluation and effectively highlight the subjectivity of students in classroom teaching evaluation, And then more accurately and scientifically evaluate the performance of teachers and students.

Summary:

In a word, in the "student-centered" classroom teaching evaluation, teachers should comprehensively consider the problems of students and fully demonstrate their performance in classroom teaching. To this end, we can start from the following aspects: classroom teaching evaluation should be guided by "student-centered", create "student-centered" diversified evaluation methodsBuild a "student-centered" evaluation index system and improve the "student-centered" evaluation result feedback mechanism, so as to effectively improve the effectiveness of classroom teaching evaluation, urge teachers and students to adjust their behaviors in time, lay a solid foundation for improving the quality of education in higher vocational colleges, and then cultivate high-quality talents required by social reality.

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