

# The Influence and Challenges of Diversified Assessment Methods on Classroom Teaching Reform in Higher Education

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**Abstract:** *With the deepening of education reform, diversified assessment methods play an increasingly important role in classroom teaching in Higher Education. This paper analyzes the impact of multiple evaluation methods on the reform of classroom teaching in Higher Education. In the context of the diversification of educational goals, diversified assessment breaks through the limitations of traditional examinations and promotes the updating of teaching concepts through the introduction of process evaluation and multi-dimensional feedback. It also promotes innovation in teaching content and methods, improves students' self-awareness, and promotes educational equity. This paper argues that diversified assessment methods play an important role in the reform of classroom teaching in Higher Education, and provide an effective way to cultivate innovative talents to meet the needs of society.*

**Keywords:** *Diversity assessment; Classroom teaching reform; Educational innovation*

## 1. Introduction

With the development of social economy, the progress of science and technology, the transformation of educational concepts, the innovation of educational methods, and the diversification of educational means, the reform of classroom teaching in Higher Education has become the focus of classroom teaching research and reform in Higher Education Issue<sup>[1]</sup>. Modern classroom teaching evaluation is a systematic method that can comprehensively reflect the quality of teaching, promote teaching reform, and improve the overall quality of students. Classroom teaching evaluation is not only an educational issue, but also an important pedagogical reform issue. Foreign developed countries have quite mature and successful experience in university classroom teaching evaluation. However, China's Higher Education are still very weak in carrying out classroom teaching evaluation, and we need to conduct in-depth research and reference in the field of university classroom evaluation in western developed countries, so as to improve the quality of classroom teaching in China's universities<sup>[2]</sup>. Therefore, this paper discusses the impact and challenges of diversified assessment methods on the reform of classroom teaching in Higher Education.

## 2. The connotation and characteristics of diversified assessment methods

The multi-faceted assessment method is a comprehensive evaluation system that uses a variety of evaluation methods and tools to comprehensively understand the learning effectiveness of students and the teaching effectiveness of teachers<sup>[3]</sup>. The pluralistic evaluation method is rich in connotation, emphasizing the multi-dimensional and multi-subject participation of evaluation. It not only focuses on the mastery of students' knowledge and skills, but also includes emotional attitudes, innovation ability, teamwork and other aspects. This evaluation method has the following characteristics: the evaluation subjects are diverse, involving teachers, students, parents and other parties; The evaluation content is diversified, covering knowledge, skills, emotions and other levels; The evaluation methods are diversified, including self-evaluation, peer evaluation, project assignments, oral presentations and other forms; The evaluation process focuses on the combination of process and summative, aiming to promote the development of students in an all-round way<sup>[4]</sup>. Diversified assessment methods respect students' individual differences, stimulate their learning potential, and improve the quality of education.

According to United States educationalist Bruner, "education is not a set of rules, but a process, which consists of many stages and steps, each with a specific purpose". We can divide the multivariate

evaluation method into three basic links: establishing evaluation criteria, selecting evaluation methods, and implementing evaluation. The establishment of evaluation criteria is the premise of multiple evaluation, and the selection of evaluation methods is the core of multiple evaluation. Conducting evaluation is the ultimate goal of multivariate evaluation. While various methods of instructional assessment have certain advantages, they also have their own disadvantages. Therefore, we need to choose one or several appropriate teaching evaluation methods to make them play a role together. According to the goals of education and teaching reform and the needs of curriculum construction, this paper argues that three evaluation methods should be adopted in the teaching process: formative evaluation, summative evaluation and multiple evaluation methods combining summative and formative.

### **3. The impact of diversified evaluation methods on the reform of classroom teaching in Higher Education**

#### ***3.1 The introduction of diversified assessment methods and the updating of teaching concepts***

In Higher education, the introduction of diverse assessment methods marks a significant shift in teaching philosophy. Instead of using written test scores as the sole criterion for evaluating students' learning effectiveness, this approach begins to focus on the overall development of students' abilities, including critical thinking, innovation, teamwork, and communication skills<sup>[5]</sup>. This shift has prompted teachers to rethink their teaching objectives from simply imparting knowledge to developing students' comprehensive abilities. Teachers began to design more interactive and participatory teaching activities, such as group discussions, case studies, project research, etc., to promote students' active learning and deep understanding. This student-centered teaching philosophy emphasizes the student's agency in the learning process and encourages them to actively participate in class discussions, ask questions, and explore solutions.

#### ***3.2 Innovation of teaching content and methods***

With the implementation of diversified assessment methods, there have been corresponding innovations in teaching content and methods. Teachers began to combine theory with practice, introducing more real-world cases for students to learn and apply theoretical knowledge in the process of solving practical problems<sup>[6]</sup>. This approach not only enhances the usefulness and relevance of the lesson, but also increases students' interest and motivation to learn. In addition, teachers have also begun to adopt diverse teaching methods, such as flipped classrooms, gamified learning, simulation experiments, etc., to adapt to the learning styles and needs of different students. These innovative teaching methods not only make the classroom more lively and interesting, but also help students better understand and grasp complex theories and concepts.

#### ***3.3 Improvement of students' learning motivation and self-awareness***

By focusing on the learning process, the multi-faceted assessment method increases the student's sense of control over the learning process, thereby enhancing the student's motivation to learn. Under this assessment system, students are no longer passive recipients of evaluation, but participants in the evaluation process<sup>[7]</sup>. They can reflect on their own learning progress and outcomes through self-assessment and peer assessment, allowing them to learn and improve in a more targeted manner. This process of engagement and self-reflection helps students better understand their strengths and weaknesses, and clarify their learning goals and development directions. In addition, the diverse assessment approach encourages students to take a leadership role in team projects, developing their sense of responsibility and collaboration.

#### ***3.4 Promote the comprehensiveness of teaching evaluation and educational equity***

The implementation of diversified assessment methods makes teaching evaluation more comprehensive and objective. This evaluation method not only focuses on students' knowledge mastery, but also includes students' ability development, emotional attitudes and other factors<sup>[8]</sup>. This helps teachers to have a comprehensive picture of students' learning and provides a more accurate basis for teaching improvement. At the same time, diversified assessment methods also promote the realization of educational equity. It provides opportunities for students of different ability levels to showcase

themselves by focusing on the individual differences of each student. This type of assessment helps to discover and nurture each student's potential, ensuring that each student can progress and succeed in a way that works for them.

In conclusion, the pluralistic assessment method has had a profound impact on the classroom teaching reform in Higher Education. It not only changes the teaching philosophy and methods of teachers, improves students' learning motivation and self-awareness, enhances the interaction of the classroom, but also promotes the comprehensiveness and objectivity of teaching evaluation, brings challenges and opportunities to teaching management, and ultimately promotes the realization of educational equity<sup>[9]</sup>. With the deepening of education reform, diversified assessment methods will continue to play an important role in the reform of classroom teaching in Higher Education.

#### **4. Problems in the implementation of diversified assessment methods**

Although the multivariate assessment method has significant advantages in theory and practice, it still faces many challenges in the actual implementation process. There are three main aspects to these problems: the lack of a systematic assessment methodology, the lack of awareness of assessment in schools and teachers, and the technical aspects<sup>[10]</sup>.

##### ***4.1 Lack of scientific and systematic classroom teaching evaluation methodology.***

At present, domestic Higher Education often rely on traditional assessment methods, such as examinations and assignments, while ignoring the comprehensive evaluation of students' comprehensive ability<sup>[11]</sup>. This situation makes it difficult for the assessment results to reflect the overall level of development of students, and it is not conducive to teachers to make targeted improvements in the teaching process.

##### ***4.2 Schools and teachers do not have sufficient awareness of classroom teaching assessment.***

Some teachers are resistant to assessment or even shy away from participating in assessment activities for fear of damage to their personal reputation or other factors. This attitude not only affects the quality of classroom teaching assessments, but also hinders students from receiving useful feedback from diverse assessments<sup>[12]</sup>.

##### ***4.3 At the technical level, diversified assessment methods need to be realized with the help of advanced information technology.***

However, at present, the application of this area in Chinese universities is not extensive, and the evaluation system of many schools is not perfect enough, unable to effectively integrate different evaluation methods, and difficult to provide real-time and objective evaluation data.

#### **5. The path of classroom teaching reform**

At present, the evaluation of classroom teaching in Higher Education in China is mainly based on summative evaluation, and its evaluation results directly affect teachers' teaching behavior and students' learning behavior, and to a certain extent, affect teachers' teaching behavior and students' learning behavior. Therefore, the reform of classroom teaching in Higher Education must change the single evaluation mode and build a diversified evaluation system.

##### ***5.1 The evaluation of classroom teaching in Higher Education should adhere to the concept of developmental assessment***

As a human development-oriented educational concept that aims to promote students' development, developmental assessment plays a crucial role in classroom teaching evaluation in Higher Education. The classroom teaching evaluation system of Higher Education should be developmental, and its core is to take students as the main body. This system places a high emphasis on nurturing the all-round development of students, not just focusing on students' academic performance, but also focusing on the changes and growth experienced by students in the learning process<sup>[13]</sup>. "Developmental" profoundly embodies the "people-oriented" educational philosophy and the educational goal of "all for students".

For students, it means being able to promote their all-round development in all aspects. Through developmental assessment, students can not only accumulate and deepen their knowledge, but also exercise and improve their thinking ability, innovation ability, practical ability and many other aspects. For example, in the classroom, teachers can encourage students to actively participate in group discussions, project practice and other activities through a variety of assessment methods, so as to cultivate students' teamwork skills and ability to solve practical problems, so that students can continue to tap their own potential in the learning process and achieve all-round personal growth.

For teachers, developmental assessment is a powerful enabler for their professional growth. In the process of implementing developmental assessment, teachers need to constantly reflect on whether their teaching methods and teaching content meet the developmental needs of students, so as to promote teachers to continuously learn and improve and improve their own education and teaching level. For example, through the observation and evaluation of students' learning process, teachers can adjust teaching strategies in time and adopt more intuitive and vivid teaching methods, which also promotes the continuous improvement of teachers' own professional quality.

At the school level, developmental assessment contributes to the sustainable development of the school. A sound developmental classroom teaching evaluation system can create a positive teaching atmosphere, promote the overall improvement of teaching quality, and then improve the reputation and competitiveness of the school, attract more outstanding students and teachers, and lay a solid foundation for the long-term development of the school.

### ***5.2 The evaluation of classroom teaching in Higher Education should pay attention to the application of multiple evaluation methods***

Diversified evaluation methods refer to the combination of multiple evaluation methods, so as to overcome the one-sidedness, limitations and one-sidedness of a single evaluation method on the teaching process to a certain extent. Multiple evaluation methods include qualitative and quantitative evaluation methods, self-evaluation and other evaluation methods, direct evaluation and indirect evaluation methods, etc.<sup>[14]</sup>.

There are significant limitations to a single evaluation method. Although the quantitative evaluation with test scores as the only evaluation criterion can intuitively reflect students' mastery of knowledge, it cannot cover the development of students' thinking ability, innovation ability, practical ability and emotional attitude in the learning process. For example, some students may do well on exams but not well when it comes to applying knowledge in real-world application of knowledge to solve problems or work as a team. On the other hand, some students may have unique innovative thinking and a positive attitude towards learning, but they are not fully recognized due to the limitations of the examination. Therefore, the application of multivariate evaluation methods is imperative.

The combination of qualitative and quantitative evaluation methods enables a comprehensive assessment. Quantitative evaluation provides an objective quantitative basis for evaluation through specific data, such as grades, homework completion rates, etc., so that the evaluation results are clear and comparable. Qualitative evaluation, on the other hand, focuses on the detailed observation and analysis of students' learning process, learning attitude, classroom participation, etc., and presents them in the form of text descriptions and comments. For example, the teacher's observation of students' discussion performance and proficiency in experimental operations in the classroom can be reflected through qualitative evaluation, which cannot be accurately measured by numbers, and the combination of the two can reflect the students' learning situation more comprehensively.

The combination of self-assessment and other evaluation helps to promote self-reflection and mutual growth of students. Student self-assessment enables them to reflect deeply on their own learning, recognise their strengths and weaknesses, and adjust their learning strategies. At the same time, the teacher evaluations in his evaluation can provide professional guidance and advice to students, and teachers can accurately point out students' problems in knowledge understanding and skill acquisition with rich teaching experience and professional knowledge. Peer evaluation can cultivate students' critical thinking and teamwork spirit, and in the process of evaluating others, students can also learn from others' strengths, identify their own shortcomings, and promote mutual progress.

The combination of direct and indirect evaluations provides a more complete picture of teaching effectiveness. Direct evaluation, such as classroom questioning, homework correction, etc., provides immediate feedback on students' learning outcomes and performance, so that teachers can quickly understand students' mastery of knowledge and adjust teaching progress and methods in a timely

manner. Indirect evaluation focuses on the impact of teaching environment, learning resources and other factors on teaching. By considering both direct and indirect evaluations, the quality of teaching can be assessed more comprehensively and the information for teaching improvement can be provided more abundantly.

### ***5.3 The evaluation of classroom teaching in Higher Education should focus on the main role of students in classroom teaching***

In the evaluation of classroom teaching in Higher Education, emphasizing the main role of students is the key to realizing teaching reform. Students are at the center of learning, and their motivation, engagement, and creativity have a direct impact on the effectiveness of teaching. Therefore, the teaching assessment system should fully take into account the needs, interests and feedback of students to promote their all-round development<sup>[15]</sup>.

First, a student-centered assessment system requires teachers to take into account students' needs and interests in instructional design, and encourage students to participate in the discussion and decision-making of course content. This participation includes not only class discussions, but also the selection of topics for course projects, the planning of teaching activities, and the development of assessment criteria. In this way, students are able to participate more actively in the learning process, which increases their motivation and effectiveness.

Second, teachers, as organizers and facilitators of educational activities, should create a supportive and challenging learning environment that stimulates students' innovative thinking and problem-solving skills. This requires teachers to play more of a role as listeners and mentors in the classroom than one-way transmitters of knowledge. Teachers need to help students deepen their understanding, expand their thinking, and provide support and challenge them when necessary, through questions, facilitation, and feedback.

In addition, students are encouraged to conduct self-assessments and peer assessments. Self-assessment helps students better understand their progress and shortcomings, while peer assessment promotes communication and cooperation among students, improving their critical thinking and social communication skills. Through these assessments, students will not only be able to enhance their learning, but will also learn how to give and receive constructive feedback, which will be important for their future careers.

## **6. Conclusion**

The diversified assessment method provides a new perspective and tool for the reform of classroom teaching in Higher Education, which promotes the all-round development of students and stimulates teachers' enthusiasm for innovative teaching by emphasizing the multi-dimensional and process nature of evaluation. The implementation of this assessment method not only improves the individualization and pertinence of teaching, but also enhances students' self-reflection and critical thinking skills. With the deepening of education reform, diversified assessment will continue to promote the development of higher education in a more open, flexible and efficient direction, and provide support for cultivating innovative talents who can adapt to future challenges.

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