

The Exploration and Practice of a New Evaluation System of Undergraduate Classroom Teaching Quality in Universities

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Abstract: *Classroom teaching is the main platform of colleges and universities to cultivate students, and the quality of classroom teaching determines the quality of the students training. With the continuous development and progress of society, the previous classroom teaching quality evaluation methods are no longer suitable for the development of contemporary higher education. Reforming the classroom teaching quality evaluation methods has become a top priority. This article focuses on the assessment and evaluation of classroom teaching quality, which is a key link in promoting the quality of talent training. Relying on nearly 40 years of classroom teaching quality assessment experience and related provincial education reform projects, combined with new theories, new ideas and new requirements of contemporary talent training, we have built a new evaluation system for teachers' classroom teaching quality based on full evaluation, commending advanced, encouraging progress, and strengthening demonstration concepts to stimulate teachers' endogenous motivation for diligent teaching, promote classroom teaching reform and innovation, and enhance the sense of students learning experience.*

Keywords: *University, Undergraduate classroom teaching, Quality assessment and evaluation system, Reward*

1. Background

In the 1980s, under the influence of Western evaluation thoughts, China's classroom teaching evaluation began to sprout and gradually developed. With the progress and development of the times, colleges and universities have done a lot of work in the reform of evaluation methods and the continuous improvement of evaluation indicators. But so far, there are still many problems: the previous evaluation systems and evaluation methods often only focused on summative evaluation and neglected developmental evaluation; replacing "quality" with "quantity", and inadequate supervision and evaluation of the entire process of teacher classroom teaching activities, Teachers have insufficient endogenous motivation to continuously improve the quality of classroom teaching. The evaluation system emphasizes "evaluation of teaching" rather than "evaluation of learning". The static evaluation criteria and the structure of evaluation content cannot reflect the current classroom teaching requirements and evaluate students' sense of learning and experience in a timely manner. This article analyzes these problems and proposes corresponding solutions [1].

1.1 The Problem of Single and Rigid Evaluation Model

Classroom teaching is the main way for both teaching and learning to impart knowledge and learning knowledge especially for the engineering departments [2]. Teachers mainly realize their own value through classroom teaching, and students mainly complete their own knowledge accumulation and precipitation through classroom teaching. Traditional classroom teaching quality assessment and evaluation only pay attention to teaching design, teaching simulation and the teacher's ability to implement this set of designs. It does not take into account the participation of students in the teaching process, and pays insufficient attention to the teacher-student interaction in the actual teaching process and the learning situation of students. It is a partial static evaluation [3-5]. The evaluation method is relatively single, and the evaluation model is outdated and rigid.

1.2 The Problem of Poor Applicability of Evaluation Standards

When designing evaluation indicators and their weights, they are usually only set for teachers' behavior, mainly considering how well the teacher teaches, and no specific evaluation indicators are set for how well the students learn [2].

The indicators of the student evaluation questionnaire are not perfect, and lack the scientific, professional and pertinent measurement. Some indicators are not realistic. The designed questionnaire has the defects of subjective feelings such as over-generalization and unclear pointing. It is difficult for students to grasp and score, which leads to students' inactivity and teachers' disapproval. Most teachers do not know the students' specific learning experience and learning gains, resulting in no continuous improvement [3].

1.3 The Problem of Reward and Punishment Incentive Mechanism

The summary and utilization of the evaluation results are not enough, and the evaluation results cannot be transmitted to the teaching department in time and used effectively. For the good classroom teaching effect, it cannot be directly and effectively linked to promotion and salary increase; for the poor classroom teaching effect, it is impossible to propose effective rectification measures and assistance methods and supervise the implementation at the same time.

2. Adapting to Contemporary Classroom Teaching Quality Assessment and Evaluation System

This article focuses on classroom teaching quality assessment, a key link that promotes the improvement of talent training quality, and relies on nearly 40 years of classroom teaching quality assessment experience and related provincial education reform projects. Aiming at the difficult problems and key links in the evaluation of classroom teaching quality, this research combines the new theories, new ideas and new requirements of contemporary student training to construct teacher classroom teaching quality assessment based on full evaluation, commendation of advanced, encourage progress, and strengthen demonstration concepts Evaluate the new system. This system stimulates teachers' endogenous motivation for diligent teaching, promotes classroom teaching reform and innovation, and enhances students' sense of learning and experience.

2.1 A new Model of Classroom Teaching Quality Evaluation with Full Participation and Whole Process Evaluation

Abandoning the traditional teaching quality evaluation model, this research establishes a diversified and process-oriented classroom teaching quality evaluation system that meets the needs of contemporary higher education development, and adopts a new model of classroom teaching quality evaluation with full participation and whole process. Implement full-staff evaluation and level-by-level selection in the same direction, bidirectional drive of process evaluation and result evaluation; use the classroom teaching quality award as a breakthrough, leveraging the teacher's teaching evaluation lever, and build a four steps assessment and reward system including full participation - two level evaluation - excellent selection - set a benchmark.

The undergraduate classroom teaching quality assessment and rewards are divided into two parts: classroom teaching quality assessment and classroom teaching quality evaluation awards. The university is responsible for the formulation of the overall plan, the supervision and inspection of the assessment process, and the selection and reward of the classroom teaching quality award. Each teaching department is responsible for formulating implementation rules and organizing the assessment and evaluation of their departments. The assessment and evaluation of teacher classroom teaching quality requires the participation of all staff. The target of the assessment is all teachers who have undertaken undergraduate teaching tasks in the year. The classroom teaching quality assessment and evaluation model of full evaluation and whole process evaluation is adopted. The assessment results are divided into 4 levels: Excellent, Good, Qualified and Unqualified. The university conducts awards and rewards among teachers whose assessment results are Excellent and Good, and assists or transfers teachers whose assessment results are Unqualified. The Classroom Teaching Quality Award consists of the following four parts: Classroom Teaching Quality Excellence Award, Individual Award, Outstanding Award and Outstanding Teachers. The selection process follows the principle of gradual progress, selecting the best among the best, and then setting a benchmark for the outstanding teachers.

The implementation framework of the system is as follows:

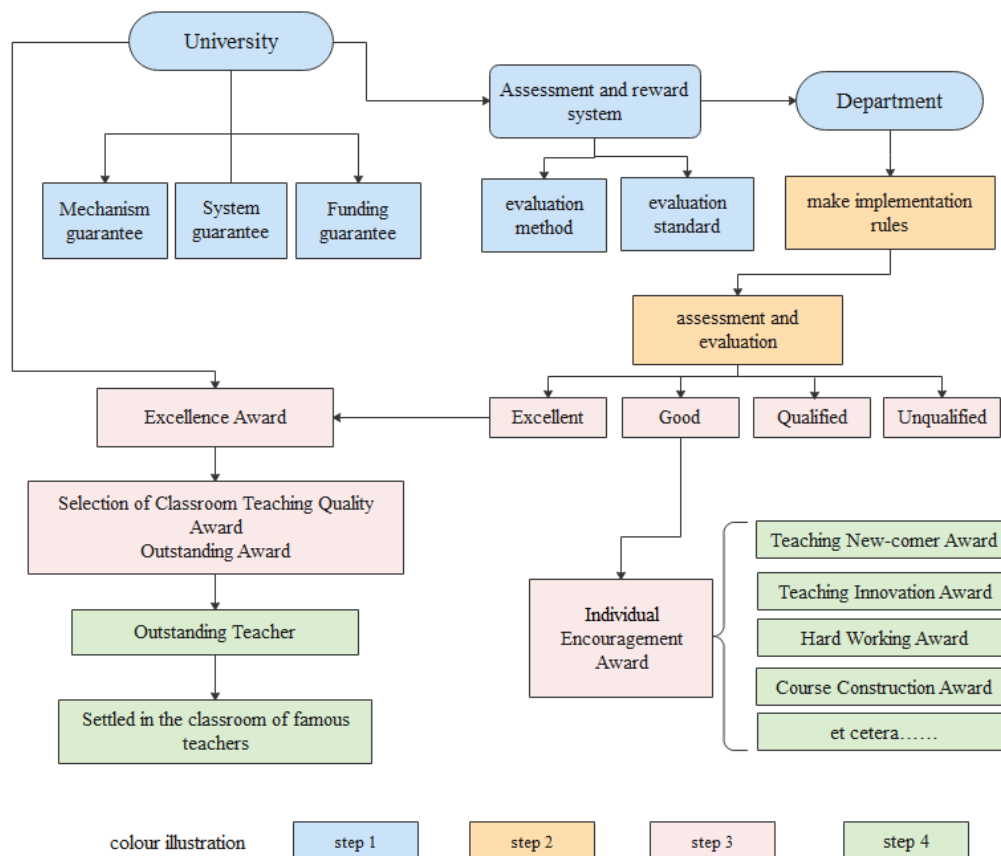


Figure1: The implementation framework of the system

2.2 Optimize Student Evaluation Indicators

We reformed the traditional model of evaluating teachers' teaching quality based on test scores, which reflects the quality of teaching by students' sense of gain, and shifted the focus of evaluation from "evaluating teaching" to "evaluating learning". This model takes into account the bilateral nature of teaching activities and the diversity of activity methods. The evaluation of learning and teaching are carried out simultaneously. This research mainly focuses on two aspects: one is to look at students' satisfaction with classroom teaching effect, and the other is to examine students' learning effect.

We revised the indicator system for student evaluation of teaching. The new indicator system focuses on students' sense of experience and acquisition in the learning process, focusing on the teacher's teaching input, the degree of challenges students face in learning, the quantity and quality of cooperative learning, the quality of teacher-student interaction, and the teaching resources provided by teachers, the situation and so on. At the same time, we added "organic integration of ideological and political education elements" and other evaluation content consistent with the requirements of contemporary higher education; further highlighted the education concept centered on student development, and strengthened the organic integration of knowledge transfer and value guidance.

The teaching evaluation link has improved which introduces OBE concepts, pays attention to students' learning ability, and increases the reform of teaching methods. The application of various teaching modes such as micro-classes, MOOCs, SPOCs, and flipped courses, as well as the use of modern education technologies such as network technology and mobile terminals, is introduced into the evaluation indicators. The new indicators focus on the examination of the achievement of the teaching objectives of the course and the achievement of the students' learning objectives. This system gradually strengthens process management, insists on cultivating morality, fully implements the requirements of teacher ethics norms, and strictly implements the "one-vote veto system" for teacher ethics in assessment and evaluation process.

2.3 Reform the way of Examination Papers

In the practice of this system, the traditional way of marking papers has been innovated, an online marking system has been established, and the online marking of papers has been fully implemented. All examination papers will be sealed and scanned after the examination. The scanned test questions are divided, decomposed and re-ordered. The review process is blind review, which avoids unfairness in the review of test papers, realizes the real separation of teaching and test, and the review process is fairer and the results are more credible.

In the online scoring system, an analysis module for student test scores and learning effects is set up. By setting the "ability points" and "scoring points" before the test, the system's "study analysis" module can automatically show the results based on the "course knowledge points" after the scoring, which corresponds with the test questions, statistics and analysis of the degree of achievement of relevant curriculum knowledge and ability.

2.4 Optimize the Assessment and Evaluation System.

This assessment and evaluation system has established a multi-dimensional evaluation process, insisting on the combination of qualitative and quantitative, and paying equal attention to process evaluation and effect evaluation. This system pays attention to the preparation of teaching plans, pre-class preparation, classroom teaching, homework correction, course assessment, grade data archiving, etc., as well as curriculum construction and teaching research and reform, etc., to establish a corresponding evaluation index system, and the teacher's teaching philosophy and teaching attitude. Moreover, it can evaluate teaching level, pay attention to students' evaluation of teachers' classroom teaching design and teaching effect, and strengthen the achievement of curriculum teaching goals.

2.5 Establish a Classroom Teaching Reward for Excellent Teachers

In order to encourage teachers to work hard in undergraduate teaching, the university implements excellent teaching and rewards for undergraduate teaching teachers. The assessment and evaluation system allocates special funds to reward the teachers who are awarded in the assessment and evaluation. Based on the implementation of the reward mechanism of different level selection, as shown in the figure, for best classroom teaching quality awards, the outstanding and first-class teachers are awarded. For teachers who have won the first prize for excellent classroom teaching quality three times within 5 years, and have won the first prize for excellent classroom teaching quality once or more during this period, they will be awarded the title of Outstanding teacher within five years, and they are exempt from assessment, and are awarded as the second prize of excellence every year. For teachers who have been assessed for outstanding teacher, they will be stationed in the "famous teacher classroom" to give lectures, and at the same time, they will be responsible for guiding at least one young teacher every year and opening at least one public demonstration class for all the university students every year.

3. Conclusion

Reforming the evaluation methods of undergraduate classroom teaching and establishing a diversified and process-oriented undergraduate classroom teaching quality assessment and evaluation system are the new requirements of contemporary higher education teaching reforms. This study adopts a new model of classroom teaching quality evaluation with full participation and whole process evaluation. It uses classroom teaching quality awards as a breakthrough and leverages teachers' teaching evaluation levers. It is an important means to create high-quality courses under the contemporary higher education development pattern. Through the implementation of assessment and rewards, this study further mobilizes and stimulates the enthusiasm, initiative and creativity of teachers in undergraduate teaching, encourages teachers to devote themselves to research, teaches and educates students, deepens the reform of teaching content and teaching methods, and continuously improves teachers' teaching ability and teaching level.

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