

“Aronson Effect” in Formative Assessment of College Students' Curriculum Evaluation

YANG Aimei

Wenzhou Polytechnic, Wenzhou, China

ABSTRACT. *Formative assessment of college curriculum teaching refers to the assessment of the performance and effect of college students' learning process in the process of college curriculum teaching. Each form can also contain several items. According to the teaching forms of different modes of teaching in colleges and universities, the nature and characteristics of courses, the types of examinations are selected to carry out formative examinations. As universities pay too much attention to summary evaluation, to a certain extent, it weakens the normal exertion of examination function and the realization of educational goals, which not only affects the quality of higher education, but also affects the learning enthusiasm of the majority of students and hinders the cultivation of high-quality talents. “Aronson Effect” is a common psychological effect, which has a significant effect on the behavior changes of students. Based on this article, from the perspective of “Aronson Effect”, this paper discusses an effective, practical and scientific formative assessment scheme under process control to improve the teaching quality of the specialized courses and promote the improvement of students' professional quality and application ability.*

KEYWORDS: *Curriculum evaluation, Formative examination, “aronson effect”*

1. Introduction

Formative assessment of college curriculum teaching refers to the assessment of the performance and effect of college students' learning process in the process of college curriculum teaching [1]. In this regard, strengthening the examination of students' courses is an effective means. Effective process control and assessment are helpful to cultivate students' learning habits, professional awareness, good professional behaviors and attitudes. When expounding that major measures must be taken to accelerate the reform and development of education in order to comprehensively promote quality education, it is pointed out that the pace of reform of examination and evaluation system should be accelerated to further promote education reform [2]. Taking formative assessment of college curriculum teaching is an important part of the quality assurance system of college curriculum teaching. Therefore, in recent years, in the process of professional teaching reform, the proportion of formative assessment in the assessment of this course has been continuously increased, and good results have been achieved. Based on this, it has been extended to the assessment of other professional courses.

Formative assessment of curriculum and teaching in colleges and universities mainly includes assessment of learning performance in ordinary classes, assessment of extracurricular review assignments, assessment of teaching practical skills and activities, and assessment of other forms of sports. Each form can also contain several items, the “Aronson Effect”, which states: “People like those who reward and praise themselves more and more, and dislike those who reward and praise themselves less and less [3]. This paper mainly discusses an effective, practical and scientific formative assessment scheme under process control from the perspective of “Aronson Effect” to improve the teaching quality of the specialized courses and promote the improvement of students' professional quality and application ability.

2. “Aronson Effect” and Formative Assessment

2.1 “Aronson Effect”

“Aronson Effect” means that people like those who like, reward and praise themselves more and more, and they dislike those who appear to decrease more and more. In fact, the main reason is frustration. From double praise to small praise and even no more praise, this decline will lead to certain frustration psychology, but the average person can bear a small setback relatively calmly [4]. However, if it is not praised but belittled afterwards, frustration will suddenly increase, which is not accepted by the general public. Psychologists have done such a psychological experiment: let four groups of people give different evaluations to someone, so as to observe which group of people someone likes best. The first group always praised it, the second group always denied it, the third group praised it first and then demoted it, and the fourth group demoted it first and then praised it. After many experiments, it was found that the vast majority of people had the most favorable impression on the fourth group and the most unfavorable impression on the third group. Life is gradually maturing through experience. A compliment, seemingly insignificant, can sometimes change the direction of life [5].

2.2 Formative Assessment

Formative assessment breaks the system of determining the results of a test paper. In the course of teaching, students are continuously evaluated. Students' assessment results are given according to their performance, and the final evaluation is given through the accumulation of process results [6]. As far as higher education is concerned, there are two levels of evaluation for learners. One is the education evaluation for learners specializing in a specialty, which involves the comprehensive evaluation of whether the learners' moral, intellectual, physical and aesthetic aspects have reached the training objectives and specifications of the specialty. Formative evaluation is carried out at the end of each learning unit in the teaching process. The purpose is to grasp the students' learning situation in time, help them correct their mistakes and make up for their deficiencies, so as to obtain the best teaching effect. According to certain procedures and methods, regular or irregular assessment and evaluation of the status of students' course learning process, and the results of the assessment and evaluation as the basis for assessing students' course learning results [7]. This assessment focuses on their initiative and enthusiasm in learning in the teaching process.

3. Principles of Formative Assessment of Courses

Only when students pass the formative assessment of the course and reach a certain standard can they be qualified to take part in the final assessment of the course. No student can be an exception. According to the students' performance in the learning process, the scores are evaluated. At ordinary times, learning performance should include the learning attitude of college students in the teaching process and their performance in the teaching process, with emphasis on their learning initiative and enthusiasm in the teaching process. Among them, performance appraisal can cultivate students' good learning and working attitude; Operational assessment can cultivate students' ability and self-confidence to finish projects collaboratively or independently. According to the requirements of the curriculum teaching arrangement and learning evaluation, part of the usual review is arranged as scoring homework, and the teacher evaluates the results according to the quality of the students' completing the usual review scoring homework. The evaluation of learners' learning of each course is the basis of educational evaluation. The reform of the examination and evaluation system includes the reform of the education evaluation of learners, and also includes the reform of the examination of each course for learners. The main purpose is to assess students' academic performance, determine the relative status of different students' respective standards, and determine the achievement status of the overall teaching objectives. From the development of local quality concept to overall quality concept, that is, the quality of higher education should be reflected not only in the school running conditions, but also in various activities centered on personnel training.

A scientific and effective evaluation system can not only promote students' understanding and mastery of classroom knowledge, but also encourage students to take the initiative to learn [8]. According to the teaching arrangement of the course. The comprehensive test can be a single action test, a single routine test, a complete routine test, etc. It can also be conducted by random sampling and grouping sampling. Repeated examinations can put pressure on students. Failure to complete each project task means that the final results fall behind, prompting students to take the initiative to learn each lesson carefully and master solid skills. Detailed original records should be made of various situations in the course learning process of students, and the original records should be quantified with reasonable numbers so that the assessment results can be obtained by quantitative statistical analysis, thus avoiding teachers from assigning or adulterating personal likes and dislikes by subjective impression

[9]. Among them, several forms of formative assessment for a course can be selected, and the total number of items involved should be determined according to the characteristics of the items. Each type of assessment should clearly define the assessment method, weight, fraction proportion, etc. For learners, formative assessment is formative assessment and summative assessment is final examination.

4. Composition of Formative Evaluation System

In classroom teaching, formative assessment can be realized through face-to-face communication between teachers and students such as classroom questions and classroom discussions, temporary classroom quizzes or midterm exams, and assignment of homework. The comprehensive test can be a single action test, a single routine test, a complete routine test, etc. It can also be conducted by random sampling and grouping sampling. According to the quality of the students completed, their scores are assessed, accounting for 10% of the students' final total scores [10]. The operation can be in the form of routine written operation, or comprehensive and practical operation can be specially designed according to needs. In the selection of curriculum content, attention should be paid to students' development and personality requirements, individual differences should be promoted, conditions for students to play freely should be created, and students should be regarded as active agents of research-based learning. The curriculum is regarded as the experience gained by students under the guidance of the school. From the perspective of discipline structure, curriculum should be organized according to the logic of disciplines, and the curriculum in schools is a discipline. Teachers assess the results of classes according to the comprehensive performance of students in teaching practical functional activities. The activity of teaching practical skills is mainly marked by the progress of students' skills in the process of teaching and learning.

The periodic examination is to test the students' learning condition after the unit project teaching is finished. The quality of a person is an organic whole, which determines that the content of quality education should be comprehensive. The curriculum formative assessment instructions for the project shall be reviewed by the heads of various specialties and experts. The curriculum formative assessment instructions for college curriculum teaching include the assessment form and project, score proportion, method, scoring standard, etc. However, there are different understandings on how to operate it, such as whether there are any special requirements for formative assessment and its results, as well as the requirements for record of results and re-examination. At the beginning of the course, the students will be informed of the assessment plan, the grading standards will be clearly defined, and timely and truthful records will be made in the assessment process to serve as the basis for evaluation at any time for future reference [11]. Let every student achieve the standards of various assessment items. For a long time, our teachers are mainly used to let students master basic knowledge, technology and skills through physical exercises in classroom teaching, without paying attention to training students' exercise attitudes, interests and habits. According to the students in the teaching of homework quality evaluation results. Specially designed course assignments focus on students' analysis, application, synthesis and skills testing.

In practice, good teaching design and effective learning form do not necessarily bring positive changes to students. Only when students actively participate in various learning activities, can effective learning form be transformed into students' own learning experience, and real learning can come into being. Therefore, we should pay attention to diversity and difference in curriculum evaluation. The evaluation of students' learning should be self-centered, dynamic, open and process rather than summary. Teachers should summarize and analyze the results of a single assessment in a timely manner and feedback the results to students. This can not only help teachers understand the teaching effect, improve teaching methods, improve teaching quality, but also help students understand their own learning situation. If we take the different requirements for formative assessment as the benchmark, the course results are calculated by a composite method, and both the formative assessment results and the final examination results adopt a percentile system. Teachers assess the results of classes according to the comprehensive performance of students in teaching practical functional activities. We should give full play to the students' active spirit, tap and mobilize each student's inner potential, and realize the all-round development of students' personality. The implementation plan for formative assessment of curriculum teaching should reflect the complementary relationship between the usual and final examinations in terms of assessment content, assessment requirements and assessment methods [12].

5. Evaluation and Management of Formative Assessment Results in College Curriculum Teaching

The proportion of each formative assessment result in the overall assessment result shall be determined by each specialty and teaching and research section according to the specific specialty and project of the course. One is to establish the score proportion of each assessment item and each assessment result in the overall assessment result of formative assessment; The second is to establish the scoring standards for each assessment item and to specify the specific assessment items, contents, methods and scoring standards for each type of formative assessment. The “Aronson Effect” shown by students' behavior is a normal psychological phenomenon. From a psychological point of view, most people like people or things whose attitudes or behaviors of expressing appreciation for themselves are increasing. In terms of evaluation methods, postmodernism emphasizes that teachers and students should participate in the evaluation together, with diversified evaluation contents, evaluators and evaluation methods, so as to evaluate students as comprehensively as possible. The degree of participation, that is, the degree of effort of students is the key to the quality of learning. Creating conditions and encouraging students to participate in learning are the focus of school teaching. For example, a child learns to walk after falling down countless times. They were able to stand up tenaciously and continue to walk on because there were many compliments around them. Those heartfelt praise words are not only an invisible spur, but also a driving force to inspire him to wander in life. Therefore, teachers should change their ideas and actively cultivate students' good exercise habits in classroom teaching.

Many teachers always praise the positive part of students in class and ignore bad behaviors. Teachers' neglect is to strengthen the bad behaviors of students. If bad behaviors can also be realized by reward, the application of reward must have great artistry. The “Aronson Effect” reward diminishing method can eliminate this kind of bad behavior. It is possible to cultivate and explore the backbone of sports, guide them to organize amateur sports teams, give full play to their exemplary and leading role, and form a good learning atmosphere among students. The effect of educational policy or educational practice is related to its ability to promote students' participation. Random spot checks and special checks are used to supervise and evaluate the formative assessment of courses, and the evaluation results are taken as an important basis for evaluating the teaching quality of teaching and research sections and teachers. The “Aronson Effect” is used to correct the students' deviant behavior. Facing the students' deviant behavior, we can't adopt the method of strong expulsion, but take the “Aronson Effect” as the guidance and adopt the tactics of retreat as advance. From the preparation of praise to small praise and even no more praise, this decline will lead to certain frustration and loss of psychology, but a small setback can be relatively calmly borne by the average person. In this way, the accumulation of students' learning amount can be known in a timely manner in the spiral upward cycle, so that teachers can provide targeted help according to the individual differences of students.

Curriculum formative assessment is conducted by professional teachers in accordance with curriculum formative assessment instructions. Students must take part in formative assessment, complete the assigned homework, and pass the examination before taking the final examination. The final examination results and formative assessment results are combined in a certain proportion as the total course assessment results. Compared with the traditional curriculum of “one test determines success or failure”, formative assessment emphasizes process assessment, which will undoubtedly greatly increase the workload and difficulty of teachers in the specific implementation process. The theory of multiple intelligences holds that each student has his own intellectual characteristics, learning methods and development direction. This requires us to establish a personalized curriculum view, emphasize the dominant position of learners, tap the intellectual strengths of learners, promote the development of students, and adopt multiple evaluations of students. The “Aronson Effect” holds that blindly criticizing will only make students abandon themselves, and blindly praising and rewarding will also make students proud and complacent. The “Aronson Effect” is not a simple separation of reward and punishment. A large number of studies show that punishment itself does not play a big role, and punishment can only tell students what they should not do, not what they should do. The “Aronson Effect” theory has filled in the deficiency of psychology and sociology in explaining the changes of students. It has given an important role to the school environment. On the basis of full respect for students, we should give full play to the main role of students, improve the teaching effect and create a good experience learning environment for students.

Students must take part in formative assessment and complete the assigned homework, regardless of their grades, are allowed to take the final examination. Assessment is not only the end of a teaching process and teaching management process, but also the beginning of the next similar process. It has certain diagnostic and appraisal functions. Information obtained through comprehensive and scientific analysis of assessment results is not only conducive to improving teaching methods and means, and guiding students to learn correctly and effectively. Therefore, the construction of the management system should start from the perspective of the manager rather than the needs of the managed. From the point of view of schools and teachers rather than students, the formative assessment results of service function courses that neglect management should be submitted to the

Ministry of Physical Education and Sports for management after being examined and approved by the heads of major, teaching and research sections and departments before the final examination. Generally, they should not be changed at will. If mistakes are found and changes are really needed, the professional responsible person must submit a written report. Therefore, students' learning performance should be evaluated in multiple ways. Teachers should not only impart knowledge and skills in class, but also provide students with multiple ways of development and cultivate students' ability to understand, think independently and solve problems.

6. Inspiration from “Aronson Effect”

The inspiration from the “Aronson Effect” is that in education and teaching activities, we need to spare no effort to cultivate students' initiative, because it is very important to have a persistent strong interest in learning and a tenacious will to learn. The content design of formative assessment of college curriculum teaching should focus on promoting the improvement of college students' comprehensive quality, take the assessment of college students' learning attitude and progress degree as a sign, and implement the student-centered thought. The basic principle of the overall design of curriculum assessment should be: the assignment of formative assessment should focus on the test of students' application, analysis, synthesis, operation and practical ability. Similarly, in the process of forming an impression on others, we should avoid being influenced by it and forming wrong attitudes. Due to the students' own personality, it is easy to relax vigilance to the surrounding environment, which will have a certain impact on the teaching process. In some high-altitude projects, the psychological changes of students will have a certain impact on the completion of such projects. Some minimum standards are stipulated in the assessment scoring standards. Those whose assessment results fail to meet the minimum standards will be disqualified from taking part in the final examination. Finally, the formative assessment results are synthesized into the final assessment results of students' course learning.

The choice of reinforcers is the key to effective reinforcement of behaviors. Teachers should have a detailed understanding of students in advance when applying the “Aronson Effect”. Universities are places where dreams are realized, and students' learning goals should be diversified. The same is true for curriculum objectives. Teachers' curriculum teaching is only to lead students into relevant curriculum fields. Learning a curriculum well depends more on students' active learning according to their own needs and interests. Evaluating students' learning situation in unstructured situations is opposed to evaluating and managing students solely on the basis of their examination results. It is advocated to carry out the evaluation through various channels, in various forms and under various actual life and learning situations. Formative assessment requires teachers to review and timely feedback the homework completed by students, which is a difficult point in non-class teaching in distance open education. The establishment of tutorial system is a better way to solve this difficult point. The interest in learning stimulated by material stimulation is diminishing to a certain extent and cannot last long. It has limitations of time and space. At present, a large number of parents or other relatives encourage students to study with money, otherwise students will not actively study. It is necessary to carry out supervision and quality evaluation on the implementation of curriculum formative assessment by teachers through random spot checks and special inspections, and the evaluation results shall be taken as an important basis for evaluating the quality of teaching and research sections and teachers.

7. Summary

Formative assessment of college curriculum teaching plays a positive role in promoting the current college teaching reform. The teaching management department shall regularly check the implementation of formative assessment of courses by teachers every semester, and take the inspection results as an important basis for evaluating the quality of teachers' teaching work. I want to successfully use the “Aronson effect”, can be summarized into three points: One is to pay attention to the existence of the “Aronson effect” when praising and criticizing students. The second is to eliminate those bad behaviors with diminishing rewards. The third is to strengthen those behaviors that need to be consolidated and strengthened by increasing rewards. How to establish a scientific, reasonable and operable formative evaluation system for college curriculum teaching is a problem that our college workers are thinking deeply at present and in the future.

References

- [1] X. Miao (2015). Construction of formative teaching evaluation index system for college English courses. *Teachers*, vol.2015, no.29, pp. 36-38.
- [2] Q.Zhou (2019). Exploring the evaluation model of Japanese translation course under the platform course theory. *Popular Science and Technology*, vol.21, no.05, pp. 135-136.
- [3] X.B. Xu (2015). Analysis of the application of “Allenson Effect” in teaching with reinforcement theory. *Science Herald*, vol.000, no.019, pp. 69-69,70.
- [4] Q.H.Liu (2015). 60 years of advanced courses in American universities: problems, reforms and evaluations. *Foreign Education Research*, vol.2015, no.10, pp. 5-16.
- [5] Z. J. Yuan, J. Guo, G. Wan, Y.Y.Yang, et al(2020). Formation mechanism and comprehensive effects of the spatial pattern of high-quality basic education resources in China. *Acta Geographica Sinica*, vol.75, no.2, pp.12-19.
- [6] C. H. Duan, J. Z. Hong (2019). The relationship between teacher-student interaction and college students’ online learning performance in online video courses: the sequential mediating role of learning self-efficacy and learning motivation. *Psychological Development and Education*, vol.35, no.02, p.58 -65.
- [7] R. B. Sun (2019). Research on the development logic and relevance from ideological and political courses to “curriculum ideological and political courses”. *New West (Late Journal)*, no.5, p.147-148.
- [8] L. Li (2017). Demonstrating the effect of environmental “hidden curriculum”, let children become the master of the environment. *Urban Tutoring Monthly*, no.4, p.211.
- [9] L.P. Gu (2015). On the negative effects of praise and encouragement evaluation. *Middle School Curriculum Guidance: Teaching Research*, vol.2015, no.9, p.116.
- [10] S. T. Wang, W. H. Song, D. M. Zhang (2015). College students’ curriculum learning experience and education gains: a test of the intermediary effect based on deep learning. *Audiovisual Education Research*, vol.036, no.004, pp.90-94,107.
- [11] J. C. Du, J. Huang (2015). Research on MOOC curriculum evaluation based on the perspective of learners. *China Educational Technology and Equipment*, no.18, pp.23-25.
- [12] X.D. Jiang (2015). The impact of immersion experience on the learning performance of management courses-the mediating effect of learning satisfaction. *Shanghai Management Science*, no.1, p.103-108.