

Evaluation Mechanism of Career Competence of Higher Vocational Students from the Perspective of Whole Person Education

—Exploration of the Whole Person Education Evaluation of Xuzhou college of Industrial and Technology

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ABSTRACT. *Higher Vocational Education has the dual attributes of vocational education and quality education, and these two attributes ultimately converge in career competency, this article in the Perspective of Whole Person Education , on the basement of evaluation subject and evaluation content, relying on information technology, Specifically discuss the function of the multi-evaluation subject and the connotation of the multi-evaluation content, Focusing on the theme of career ability of Whole Person education students, we have initially explored a set of effective system of career ability evaluation system for higher vocational students.*

KEYWORDS: *Whole-person; Educationevaluation; Preparation; Evaluation; Implementation evaluation feedback*

1. Introduction

On the one hand, Chinese higher vocational education undertakes the development of students' professional ability and professional quality, on the other hand, it also bears the important responsibility of cultivating high-quality and healthy personality citizens for the society, and the two parts promote each other and communicate with each other to achieve the professional development of students. This requirement of higher vocational education is in line with the concept of whole-person education, that is, to cultivate high-tech talents who are intermingled with humanities and moral qualities, and professional and professional competences under the overall background of quality structure and ability structure. At the same time, we have to examine that as a high-level form of higher vocational education, how to construct a sound and perfect, feasible and quantitative evaluation mechanism system, has become the primary problem in front of higher vocational colleges. Based on the whole-person education evaluation practice of Xuzhou College of Industrial and Technical, this paper fully constructs the dual evaluation

mechanism of college and enterprises, comprehensively evaluates students' quality and ability indications, and forms a relatively perfect evaluation system for vocational students' career ability.

2. Evaluation preparation: subject diversity and comprehensive content

2.1 Linking college and enterprises to build a multi-evaluation subject

The characteristics of vocational education require extensive participation of enterprises, and evaluation is one of the important forms of participation. Enterprise evaluation is not only performance-oriented, but also has incentive-oriented, and can stimulate students to achieve post competency and shape professional skills. college evaluation constantly broadens the scope of evaluation, appropriately increases the proportion of quality evaluation, establishes the form of process evaluation, and forms a relatively perfect quality curriculum evaluation module, effectively promoting the development of students' comprehensive quality. Under the main module, the refinement classification of the evaluation subject is continuously increased, so that the professional class teacher, the trainer, the community instructor, the counselor, the enterprise post master, and the enterprise trainer become the main body of the student evaluation, thus forming a network-like multi-evaluation system[1].

2.2 Associate quality and ability to form a comprehensive evaluation

The whole-person education requires attention to both quality and ability. Therefore, in the evaluation preparation stage, to form a complete evaluation module. In terms of quality, including general education evaluation, social service evaluation, community activity evaluation, class (dormitory) behavior evaluation; in professional aspects, including curriculum evaluation, training course evaluation, professional skills evaluation, scientific research skills evaluation; in ability aspect, Including professional ethics evaluation, interpersonal communication evaluation, job adaptation evaluation and other aspects, and according to the requirements of corporate training, appropriate increase or decrease of evaluation content, forming the previous comprehensive quality and ability evaluation content.

3. Evaluation implementation: technology advancement and rule improvement

In the context of multi-price subjects and multiple evaluation contents, the lack of modern information technology support will makes it difficult to achieve the validity and timeliness of evaluation. In order to fully implement the concept of whole-person education, the college has initially explored a set of evaluation information management system from the function aspect. The system adopts multi-module design, covering general knowledge and cultural activities, community and social services, dormitory behavior activities, course performance inquiry, skill

training evaluation, job management evaluation and so on. Integrate students' general education, professional education, skills education, post practice four major themes, communication teachers, counselors (class teachers), trainers three major subjects, constitute a comprehensive evaluation information management system. On the basis of improving student assessment, the information system takes students as the main body and reverses the real-time management of teachers and related staff, reflecting the shift of teacher work orientation under the student education goal. In terms of functions, the system sub-module has a complete functional connotation, as follows:

3.1 General knowledge and cultural activities

To achieve the attendance record, course submission, teacher evaluation, and performance assessment function of the general culture curriculum, teachers can regularly push relevant cultural topics, guide students to learn and think, and build a good cultural education atmosphere.

3.2 Community and social services

The teacher initiates activities in this module, invites students to sign up, and submits records of the club activities, and teacher assessment functions after activities[2].

3.3 Dormitory activities

The module includes late return status, dormitory health status, dormitory late check-in, night leave, etc. The function is mainly to complete the student dormitory management and develop a good dormitory behavior.

3.4course results query

Though the module, students can view the test scores, check the test papers and answers. Through this module, students can clearly know their theoretical knowledge, and the system will give reminders and suggestions based on the test results.

3.5skills training evaluation

The module is connected with the training course. The trainer takes the task as the core and requires the students to complete the corresponding works on the premise of teaching the students' basic work skills. The students complete the work in strict accordance with the “ plan, decision, implementation, inspection, evaluation” steps in the German dual system, and record in the module. The trainer

evaluates in the skill training according to the record and the actual situation of the work.

3.6 Post management evaluation

The module is suitable for students in the post stage, and the role of the company's master is also integrated into the module. The content includes post tasks, post logs, teacher evaluation, comprehensive scoring, etc. The school does not interfere with the evaluation and assessment of the students.

The application of technical means, on the one hand, integrates the multi-evaluation subject, so that the comprehensive evaluation platform can be operated and implemented, on the other hand, the evaluation connotation is deepened, and the training for the development of students is quantitatively judged. Effectively promoted the feasibility and effectiveness of the implementation of whole-person education.

4. Evaluation feedback: immediacy and urging

Through the evaluation implementation stage, the evaluation system of the whole person education resource carrier is integrated , so that the implementation subjects of the whole person education can directly face the students and give their own assessment and evaluation . However, the core of the evaluation lies in feedback and promotion. Teachers can set project requirements in the modules under their jurisdiction to feedback the students; students can view the progress of the project in their respective modules to understand the teacher evaluation. Therefore, this technical means has become not only a bridge for communication between students and teachers, but also an important means and measure to promote the development of all students.

Whole-person education is a systematic project, and its evaluation criteria are subjective because of its humanity and morality. Under the subjective evaluation to provide students with the overall quality improvement and development to provide ideas to guide, develop the platform's path and channels, so as to effectively improve the students' comprehensive ability and quality. In addition, the preparation, implementation and feedback of evaluation in whole-person education is a complete closed-loop. The preparation is the basis, which determines the content and main body of the implementation. The implementation is the backbone, which covers all aspects of the operation and is realized through technical means. The feedback is the purpose. Through feedback to achieve student adjustment and reflection, and truly develop and improve the self-cultivation of the whole person.

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