

Research on Evaluation of Physical Education Teaching in Colleges and Universities Based on the "Evaluation-Feedback" Mechanism

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Abstract: Based on the theoretical perspective of "evaluation-feedback" mechanism, this study investigates the evaluation of physical education courses for college students in general universities, reflects on the current evaluation mechanism, explores how to reform the evaluation of physical education courses, gives full play to the improvement and motivation role of evaluation, and better promotes the implementation of course teaching.

Keywords: Colleges and Universities; Physical Education Courses; Learning Assessment; Reform

1. Theoretical basis for evaluation of physical education and health courses in colleges and universities

As a summative part of the university physical education system, the evaluation orientation of physical education evaluation completely restricts the development direction of physical education teaching in colleges and universities [1]. This research process will help the majority of school physical education workers to change the concept of school physical education, strengthen theoretical and practical research on school physical education, improve the level and ability of scientific research, and promote the process of reform and development of school physical education; it can help students to discover their own strengths and weaknesses, understand their own learning, ability and physical and mental development, and motivate self-improvement and development. The new round of curriculum reform, for example, places more emphasis on the role of assessment in promoting the development of students, teachers and the curriculum.

The Ministry of Education promulgated in 2002 the Outline of Teaching Guidelines for Physical Education Courses in National Universities, which is the basic requirement for university students at the national level in terms of physical education courses, and is the basic basis for the construction and evaluation of physical education courses. The outline states that the assessment of students' learning should be an evaluation of the learning effect and process, mainly including physical and motor skills, cognition, learning attitudes and behaviours, interaction and cooperation spirit, and affective performance, etc., through students' self-assessment, mutual assessment and teachers' evaluation [2]. At the same time, it is stated in the outline that the evaluation of the physical education curriculum should revolve around five target areas, which include sports participation, motor skills, physical fitness, mental health and social adaptation. The Opinions of the Ministry of Education on Further Strengthening Physical Education in Higher Education Schools states that the evaluation system of physical education courses should be further improved so that students can master at least two motor skills, develop good physical exercise habits, and effectively enhance their physical fitness and health through physical education courses [3].

The Physical Fitness Test for college and universities students is a dynamic monitoring of the physical development of college and universities students, and taking the results of the Student Physical Fitness Standard as an important part of the university students' physical education performance can better reflect the real level of progress in the development of students' physical fitness.

2. The value orientation of the evaluation of physical education and health courses in colleges and universities

The curriculum nature of physical education and health courses in colleges and universities is rather special. Compared with other subjects, it places more emphasis on the participatory nature of activities, the development of personality and the democratization of the curriculum. As far as the function of the PE curriculum is concerned, emphasis is placed on the systematic transmission of knowledge about PE and health, but also on students' participation and experience in activities. As a result, the evaluation of the PE and health curriculum has shifted from the original focus on learning to master sports techniques and improving sports levels to one that emphasizes the comprehensive improvement of five aspects: sports participation, motor skills learning, physical health development, mental health and social adaptation. This means that in our assessment mechanism we should pay attention to both the main line of sports participation and the main line of health development. The assessment of the PE and health curriculum is not about selection and screening, but rather about the checking and motivating role of assessment, focusing on the healthy growth of students and promoting their development by analyzing the results of the assessment and proposing positive interventions and improvement plans.

3. Analysis of the problems and countermeasures in the evaluation system of physical education and health courses in colleges and universities

3.1 The function of course evaluation is not compatible with the direction of course reform and development

At present, it is common to pay attention to summative evaluation, relatively neglect process evaluation, pay attention to static evaluation and relatively neglect dynamic evaluation in college physical education and health curriculum evaluation. Summative evaluation is the evaluation of the educational quality of an academic period and a subject teaching, and its purpose is to make a conclusive evaluation of the quality of students' stage learning, and the purpose of evaluation is to draw a conclusion or grade for students. However, physical education courses are compulsory in the first and second years of general higher education (144 hours in total over four semesters). Due to the long learning time of physical education course, during this period, the traditional evaluation method of summative evaluation at the end of each semester can only check several points in the learning process, and it is difficult to reflect the real learning situation of students, and it is even more difficult to dynamically track and compare the learning progress of each student. Therefore, in the teaching practice, we should introduce individual difference evaluation and dynamic evaluation mechanism, and compare the present achievements of the evaluation object with the past achievements, as well as different aspects of the evaluation object. Observe and evaluate students' progress and changes across multiple time points, and understand the characteristics and potential of students' dynamic cognitive process and cognitive ability changes.

3.2 Too much emphasis on quantitative evaluation and a lack of qualitative assessment in assessment methods

Quantitative evaluation is intuitive, rigorous and scientific, but it is easy to ignore qualitative indicators such as students' learning attitudes and emotional changes in their level of effort. The evaluation of physical education and health courses in higher education requires that "the evaluation should dilute the screening and selection function, strengthen the motivation and development function, and incorporate the students' progress into the evaluation." The evaluation of individual student growth and development includes both the assessment of individual student learning and the evaluation of students' emotional, attitudinal and physical development.

At present, the learning evaluation methods and objectives of physical education courses are single, which is mainly manifested in taking the quantitative results of examinations as the only form of student evaluation, ignoring other examination methods; Pay attention to sports knowledge and skills, but neglect the comprehensive evaluation of attitude, values, learning and progress in the learning process. Therefore, we should advocate the diversification of evaluation methods and attach importance to the combination of quantitative evaluation and qualitative evaluation. "Qualitative evaluation tries to comprehensively and fully reveal and describe various characteristics of the evaluation object through natural investigation, in order to highlight its significance and promote understanding. One of its important theoretical bases is qualitative research. "[4] Especially in the course of physical education

and health, we not only emphasize the learning of knowledge and skills, but also attach importance to individual development fields, and the combination of qualitative evaluation and quantitative evaluation can better reflect the accuracy of evaluation.

3.3 Pluralism of evaluation subjects should be valued

The constructivist view of learning believes that students' learning is the independent construction of their own knowledge system under the teacher's organization and guidance, and the subject position of students is given more importance. Evaluation in classroom teaching should include at least two parts: student evaluation and teacher evaluation. Traditional teaching tends to attach importance to teachers' evaluation of students and does not advocate students' participation in evaluation. "Confusion of evaluation subjects, school physical education course evaluation system presents only the state of teachers as the main body of the description of the assessment, due to the confusion and misalignment of the main body of the evaluation, not highlighting the main position of students, the evaluation system is difficult to play a guiding role in promoting the overall development of students." [5] In the evaluation process, students should be guided to actively self-evaluate, students' mutual evaluation, fully mobilize the enthusiasm of students to participate in evaluation.

3.4 Indicators that are easily ignored in the evaluation system of physical education course learning

First of all, the Opinions of the Ministry of Education on Further Strengthening Physical Education in Colleges and Universities clearly states that schools must conscientiously organize the implementation of the Student Physical Fitness Standards, and students who do not meet the Student Physical Fitness Standards without special reasons in terms of physical fitness should be reflected in their physical education class results. Higher education institutions are required to establish student physical health testing and consultation centres and to organise regular tests for students. The educational, guidance and feedback functions of the Student Physical Fitness Standards should be fully utilised so that they can truly become an important means of motivating students to exercise consciously and improve their physical health. However, due to the large number of students and the complicated operation procedures, many universities do not include the test results of the Physical Fitness Standard in the evaluation of physical education courses.

Secondly, the *Guiding Outline of Physical Education Course Teaching in National Colleges and Universities* clearly require that emphasis be placed on combining theory and practice, paying attention to the infiltration of relevant theoretical knowledge in the practical teaching of sports, and using various forms and modern teaching methods to arrange about 10% of theoretical teaching content (about 4 hours per semester) to expand the knowledge of physical education and improve the cognitive ability of students. However, in the evaluation process, there is often the phenomenon of attaching importance to the evaluation of practical content and neglecting the evaluation of theoretical content.

4. Conclusions and Suggestions

4.1 Conclusions

The evaluation of physical education course learning in higher education has a very important role in the development of the implementation of the curriculum. There are still places in the current evaluation of course learning that are not compatible with the development of the curriculum, and there are still problems that need to be solved in the function of the evaluation, the way of evaluation, the subjects involved in the evaluation, and the completeness of the evaluation system.

4.2 Suggestions

(1) Course learning assessment should be adjusted accordingly along with the depth of the curriculum reform, introducing dynamic individual difference assessment and making dynamic tracking comparisons of learning progress states.

(2) Pay attention to the combination of quantitative and qualitative assessment, which should reflect students' learning attitudes, effort and emotional changes; focus on the development of diversity of assessment subjects and involve students in the assessment.

(3) Maintain the integrity of the assessment index system so that the assessment of course learning

is fully articulated with the course content.

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