Research on the Construction of Evaluation System of Classroom Teaching in Applied Undergraduate Colleges from the Perspective of "Golden Course"

Jun HUANG¹,a, Meng-Zhu CAO¹,b and Ke-Xin LIAN²,c

¹School of Accountancy, Nanchang Institute of Science & Technology, Jiangxi, China
²Zhongnan University of Economics and Law, Wuhan, Hubei, China

a476267903@qq.com, b503259532@qq.com, c1343299342@qq.com

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Abstract. Constructing an effective evaluation index system for college classroom teaching is a powerful guarantee for turning the “water class” into a “golden class” with depth, difficulty and challenge. Based on the characteristics of applied undergraduate teaching, this paper analyzes and locates the "golden class" classroom standard. Based on the research of the existing college classroom teaching evaluation system, the theoretical deductive method is used to construct the theoretical framework of the classroom teaching evaluation index system. After that, by consulting the first-line teachers and students' opinions, the evaluation scales were tested and revised by one-way analysis of variance, factor analysis, structural equation modeling, etc. Finally, the system architecture of each indicator was established, and the index weights and evaluation levels were determined. The evaluation system of classroom teaching in applied undergraduate colleges from the perspective of "golden class".

The Significance of the Research on the Construction of Classroom Teaching Evaluation System for Teachers of Application-oriented Universities from the Perspective of "Golden Course"

Talent cultivation is the fundamental task of colleges and universities, and classroom teaching is the main way to cultivate talents and the central link in the whole teaching process. At the "New Era National Undergraduate Education Work" Conference held in June 2018, Minister of Education Chen Baosheng pointed out that it is necessary to promote the return of undergraduate education to common sense, return to the present, return to the original heart, return to the dream, and "cultivate people" as fundamental tasks; to improve the academic challenges of college students, to reasonably increase the difficulty of undergraduate courses, to expand the depth of courses, to expand the options of courses, to stimulate students' motivation and professional interest, to truly turn the "water class" into depth, difficult and challenging "Golden Course". The concept of "golden course" was put forward for the first time, and then "golden course" was written into the document of the ministry of education, which pointed out the standards and quality requirements of college classes.

As of May 2017, there are 887 undergraduate colleges and universities in China that are oriented to application which account for 70% of the total number of undergraduate colleges. Classroom teaching in undergraduate colleges and universities are a complex activity, while teaching Evaluation is the measurement and evaluation of the whole classroom activities. Applied colleges and universities through analyzing the characteristics of applied undergraduate teaching to construct a classroom teaching evaluation system and achieve the "golden class" classroom. It is an effective measure for college educators to implement the "golden class" concept of the Ministry of Education. In order to promote the quality of applied undergraduate teaching and enhance the quality of personnel training.
Researches in China and Abroad

The quality evaluation of classroom teaching in foreign countries started earlier. In 1864, the British man George Fisher first proposed and developed a standard based on the five-point scale. After more than a century of exploration and discussion, the foreign teaching evaluation methods now pay great attention to the choice of teaching evaluation methods, especially the diversification of evaluation methods. The research on the quality evaluation of classroom teaching in colleges and universities in China started late and approximately in the 1980s. At present, the evaluation of classroom teaching quality has been an important part of educational evaluation, and some researches have been carried out specifically for the evaluation of classroom teaching in colleges and universities. In China and abroad, it is concerned about the quality evaluation of classroom teaching and achieved many research results.

In terms of evaluation subjects, the existing researches advocate the diversification of evaluation subjects, which means using the strengths of students, teachers, peers and teaching management departments to judge the quality of classroom teaching. It is worth noting that the academic community is paying more and more attention to the role of students as the subject of evaluation. The results of many studies also prove that student evaluation is reliable. However, these studies only focus on students evaluating teachers’ teaching rather than focusing on their own changes and developments.

For the evaluation content, foreign researchers try to make a comprehensive classroom evaluation from the different dimensions of the teacher’s classroom teaching effect, teacher-student relationship and homework. In 2001, the evaluation of education in the UK involved the perspective of student learning. Student's academic level was taken as the content of teacher evaluation. It shows that foreign researchers are increasingly aware the importance of student learning effectiveness in classroom teaching evaluation. Domestic researchers still tend to evaluate all aspects of teacher teaching, but rarely pay attention to the level of student development.

Regarding the evaluation method, the method of teacher self-evaluation and the student evaluation method are proposed in China. A classroom observation method implemented by management personnel and a field investigation method conducted by researcher. These methods are conducive to a more comprehensive understanding of classroom teaching and provide a reference for classroom teaching quality evaluation work.

Both domestic and foreign countries agree and value researches on developmental evaluation. Because developmental evaluation plays a very important role in promoting teachers' professional development and students' all-round development. It can truly improve the quality of classroom teaching, build a "golden course" classroom evaluation system for applied undergraduate colleges, and keep up with the current higher education reform. The direction has a strong guidance, which is also of great significance to change the evaluation of reward and punishment in China.

The Construction of Evaluation System for Classroom Teaching of Applied Undergraduate Colleges and Universities from the Perspective of "Golden Course"

Interpretation of the "Golden Course" Standard and Analysis of the "Golden Course" Target

On November 24, 2018, at the 11th "China University Teaching Forum", Wu Yan, Director of the Department of Higher Education of the Ministry of Education, gave a report entitled "Building China's Golden Course". The report provides an in-depth discussion of the specific requirements and implementation paths for the construction of China's gold course. The standard of the "two types and one degree" gold course was put forward. It means high-order, innovative, and challenging degree. The "high-order" is the organic integration of the ability of knowledge and ability, and it is to cultivate students' comprehensive ability and advanced thinking to solve complex problems. The “innovative” is the content of the curriculum reflecting the frontier and the times. The teaching form is advanced and interactive, and the learning results are exploratory and personalized. The "challenge degree" means that the course has certain difficulty, and it strives to reach. The teacher prepares the class and the student has higher requirements. Under the strategic
guidance of the "Golden Courses", based on the existing research results, the "Golden Teacher" and "Gold Preparation Course" were proposed from the aspects of teacher qualification review, lesson preparation, classroom teaching, teaching environment and teaching evaluation. The "golden course" standard of the seven elements such as “Golden teacher”, “Golden preparation”, "Golden Security", "Golden Course", "Gold" Counseling, "Gold" Assessment, and "Gold" Effect. Implementing the specific requirements of the “Golden Course” with the “Golden Course” classroom evaluation indicators.

The Initial Construction of the Evaluation Index System of Classroom Teaching in Applied Undergraduate Universities from the Perspective of "Golden Course"

Under the guidance of the “Golden Class” evaluation concept and the principle of index construction, it is based on the basic characteristics of applied undergraduate classroom teaching. To highlight its applied teaching, and cultivate students' comprehensive, coordinated development of knowledge, ability as well as quality. The classification and elaboration of knowledge and cognition by Bloom's teaching target classification theory (revised edition). The teaching methods emphasized by constructivist theory to help students develop outstanding quality and ability are the design basis and theoretical support. The generality and particularity of the overall evaluation indicators, the theoretical deconstruction and practical experience of the indicator design. The theoretical construction framework of the evaluation index system is initially drawn up, as shown in Table 1 below.

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Note: * for points

Construction of Evaluation Index System of "Golden Class" Classroom Teaching Based on Teachers' Viewpoint

Nanchang Institute of Technology, an applied undergraduate college in Jiangxi, is the research object. From the perspective of teachers, factor analysis and questionnaire survey are used to further test and correction, which the index system is constructed by theory. Firstly, based on the feedback from teachers and experts, the application-based undergraduate classroom teaching evaluation index system was revised and adjusted from the perspective of the “golden class”. Based on this, using the one-way ANOVA method and SPSS 21.0 software, testing whether the application-based undergraduate classroom teaching evaluation index system has good reliability and validity or not. Also testing the reliability of front-line teachers as consultants and the teacher's "Golden Course". From the perspective of the application-oriented undergraduate classroom teaching evaluation index system, there is no significant difference in the degree of perception.

Construction of the Evaluation Index System of "Golden Class" Classroom Teaching Based on Students' Viewpoint

From the student's perspective, Nanchang Institute of Technology is also the research object. It is in order to understand the students' perception of the importance of the “classroom teaching evaluation index system”. It tested whether the application-based undergraduate classroom teaching evaluation index system has good reliability and validity or not. Students show significant differences in the degree of perception of the importance of the application-based undergraduate classroom evaluation index system from the perspective of 'golden course', and whether the application-based undergraduate classroom teaching evaluation index system has cross-sample consistency.
Determination of the Weight of the Evaluation Index System of Classroom Teaching in Applied Undergraduate Universities from the Perspective of "Golden Course"

Through the confirmatory factor analysis method, the normalization coefficient of the index in the same facet is normalized by using the structural equation model data. The index weights based on the teacher's point of view and the student's point of view are respectively determined. Also, the weights of the two are integrated according to a certain ratio, according to The principle of the 28th law, the teacher-student weight integration ratio is set at 8:2; Finally, the weight of the "Golden Course" classroom teaching evaluation index after integrating the teacher-student point of view is finally obtained.

Validation of the Evaluation Index System of Classroom Teaching in Applied Undergraduate Universities from the Perspective of "Golden Course"

On the one hand, the validity verification draws conclusions from the changes in the students' knowledge and skills assessment results after the implementation of the “Golden Class” classroom evaluation system at Nanchang Institute of Technology. On the other hand, through the question of setting the target requirements of the “Golden Class” in the questionnaire, the evaluation of the changes in teaching effects by teachers and students from the individual sensory level is obtained, and the statistical results are verified.

Acknowledgement


References