"Public Relations" Diversified Curriculum Examination Evaluation System Research

Ya-juan SUN\textsuperscript{1,a,*} and Jun-li ZHANG\textsuperscript{2,b}

\textsuperscript{1,2}Xijing University, Xi’an, Shaanxi, China
\textsuperscript{a}723240327@qq.com, \textsuperscript{b}281230248@qq.com
*Corresponding author

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Abstract. This paper analyses the current “public relations” course characteristics and the defects of traditional examination way, and puts forward the diversified evaluation system combining summative evaluation and formative assessment. By building the diverse curriculum evaluation system, we can design the operable evaluation index, evaluation standard, the weight, and the introduction of diversified evaluation main body, to promote the curriculum reform of the public relations to provide the reference.

Introduction

The Third Session of the Eighteenth Central Committee of the CPC put forward to deepen the reform in the field of education, strengthened students’ innovation spirit and practice ability. Therefore, we need to reform the traditional teaching methods and examination evaluation system in order to cultivate innovative spirit and practical ability of high-quality talent. Currently, the core issue of examination reform is to build a scientific, fair and humanized evaluation system on the basis of the traditional test, and to improve the teaching quality by single to multiple examination evaluation. Based on the analysis of the characteristics of “public relations” curriculum and the traditional examination mode, this paper discusses the diversified examination evaluation system.

1. The Characteristics of the Courses of “Public Relations”

According to the survey, more than 1000 applied undergraduate universities in China, all economic management specialty courses in the “public relations”. “Public relations” is a comprehensive, cross, applied science, research and teaching is the core content of shaping a good image, cultivate people’s innovation spirit and practice ability [1]. Public relations activity is a social organization in order to promote the social image of organization to carry out the purposeful and conscious information dissemination activities. It emphasizes that the social organization should strengthen the communication between a two-way information with the public, and create a good internal and external environment for the smooth development of the organization. This course features basically have the following three aspects:

1.1 Comprehensive strength

“Public relations” is a multidisciplinary compatible and cross, borderline independent integrated disciplines. Its related disciplines include marketing, management, communication, advertising, psychology, philosophy, organisational behaviour, marketing research and forecast, interpersonal relations, ethics, and many other disciplines. As a result, its comprehensive is very strong.

1.2 Strong applicability

Combined with the present domestic research situation, the “public relations” course content can be roughly divided into two parts of the most basic principles and practical application. Colleges and universities to adapt to the national labor and social security ministry “reflect public relations career as the core, skill oriented” thought, during the course of teaching, enhance its applicability, skills, and operational. The subject has strong operability, and its application has been extended to
the political, economic, cultural, religious, military and other fields, including the actual application of project study, the types of activities, skills, crisis management, and other aspects. As a result, its applicability is very strong.

1.3 Strong artistic quality
“Public relations” is not only the advanced management consciousness of science and art, but also the innovation of public relations. Especially in the public relations activities, with particular emphasis on the artistic quality of public relations, the art master and use good or bad, directly affects the success of public relations work.

2. “Public Relations” Curriculum Problems Existing in the Traditional Examination Way
At present, most of the curriculum evaluation method is public relations in colleges and universities grades account for 30%, accounting for 70% of your final grade, and students overall score 60 qualified for this course. Grades generally include class attendance, homework, and concentrate on the written form of your final grade [2]. As part of the teachers’ understanding of the exam is not thorough, grades score has great randomness, leading to the students’ overall performance mainly comes from the final exam. There are two main problems in the traditional examination mode:

2.1 The test failed to give full play to the multiple function
Test the main functions include evaluation function, incentive function, supervision, feedback and guidance functions. With modern education concept, the function of the test is not only the evaluation of teaching effect, more important is to supervise and guide the students to learn [3]. Exam baton as a teaching, should play a positive role in guiding, stimulate students’ learning enthusiasm, prompted the coordinated development of students’ knowledge, ability and quality. However, traditional way of examination only attaches great importance to the assessment of knowledge, it is difficult to test students’ ability, students’ high score low-energy phenomenon is illustrate this point. Exam is more for credits, for assessment, in order to graduate certificate, the narrow view causes students only care about exam results, caused the student exists generally in loose at ordinary times, after the exam is tight and exam phenomenon. Some of the students in order to get a high scores, desperate, phenomenon of cheating in the exam, destroyed the good style of study, school spirit construction. These phenomena have seriously affected the normal test function, the relationship between education and examination takes the reverse, should have the test as the means and tools has become a teaching purpose.

2.2 The formative assessment is not perfect
Formative assessment refers to the evaluation of students learning process, its fundamental purpose is to improve teachers’ teaching, promote the students’ learning. It emphasizes to respect the difference and the individuality of students, students’ learning attitude and habit, motivation, interest, evaluation methods and creative divergent thinking, etc. At present, the traditional “public relations” course examination way of summative evaluation and neglected the formative assessment, to teacher’s teaching quality and a lack of understanding and examination of students’ learning effect and doesn’t reflect well the personalized requirements of demand in the development of students and students, influence the teaching effect.

3. “Public Relations” the Exploration of the Diverse Curriculum Evaluation System
According to the characteristics of the above courses, for example, in the case of the course “public relations”, traditional evaluation methods are difficult to reflect the students’ ability and comprehensive quality. We should design scientific, fair and reasonable the diverse curriculum evaluation system, attach importance to students’ practice ability, innovation ability and comprehensive quality and personality development, actively create a loose and flexible education
teaching. The diversification of the curriculum evaluation system should be embodied in the evaluation process, evaluation methods, evaluation content, the diversification of evaluation subject and grades.

### 3.1 Construction of diversified examination evaluation system

Examination is a very important link in the teaching process, which through the examination can test the teaching effect and teaching level, to help the teacher to diagnose the teaching, and enhance the teaching quality question. At the same time, the inspection can cultivate and stimulate students learning motivation and interest, make students understand themselves have mastered the knowledge and skills, timely find problems and deficiencies existing in the learning process at ordinary times, improving learning methods, improve the learning efficiency [4]. “Public relations” course evaluation system is good or not directly affects the student’s total grade. Good diverse curriculum evaluation system should take an examination of the advantages and strengths of the students. Based on years of teaching practice, research is put forward and the diversity of the course evaluation system is constructed. Thus, the reform of curriculum assessment is the combination of summative evaluation, formative assessment and diversified evaluation system.

### 3.2 The content of the diversified evaluation system

The content of the “public relations” diverse curriculum evaluation system mainly includes the professional knowledge, the basic quality of examination, practical skills and innovation ability of examination, etc. Professional knowledge is the assessment of students to the basic theory of curriculum knowledge to master; basic quality assessment of student learning attitude, learning habit and learning initiative; assessment of practical skills is the student to master of public relations skills, analysis and problem solving skills, language expression ability and the team cooperation ability, etc.; innovation ability is the assessment of students’ innovative consciousness, innovative thinking habits, etc.

In the “public relations” diverse curriculum evaluation system, the course of overall performance by students, grades and final grade three parts. To examine the grades in the form of group, through this form can be raised the student good team cooperation spirit. Teacher should be released to students in the first class and explain the course of performance evaluation methods, evaluation standard, weight and evaluation of the main body, let the students have a psychological preparation and action direction.

### 3.3 The main body of diversified examination evaluation system

The diversity of “public relations” curriculum assessment evaluation system is an open and participatory evaluation system. The diversified evaluation subjects include self-evaluation of students, students mutual, classroom teachers, peer teachers and business experts. Self-evaluation of students is the student to study effect of subjective evaluation; students are mutual between classmates to peer learning attitude, learning effect, evaluation of the spirit of cooperation; teacher evaluation is a teacher in the learning process of students’s learning attitude, learning initiative and language expression ability, practical skills and innovation ability evaluation; peer enterprises experts and teachers are mainly evaluate the comprehensive situation of students. Through the group work together, we can reduce the subjectivity and randomness and not accuracy evaluation, to make objective and fair evaluation for students. Constructing the subject of curriculum pluralism can make students learn to evaluate themselves and supervise themselves objectively, also can let the teacher discover the problems existing in the classroom teaching in time, to improve teaching methods.

### Conclusion

After several years of exploration and practice, we can see that “public relations” curriculum evaluation diversity system stimulated the enthusiasm of students learning, and really improved the students’ practical ability, innovation ability and comprehensive quality. At the same time, the
implementation of diversified evaluation system can promote the teaching reform, and improve the quality of teaching. Practice in the future, we will further improve this diversified assessment system to make it better for public relations teaching services.

References


