A Study on the Dimension Model of “Teaching Style, Study Style and Examination Discipline” of Teachers Evaluate Student Classes

Yin YANG¹,a, Shu-Lan LIU¹,b,*, Dong-Qin WEN¹,c, Bei-Bei XIONG¹,d and Tong XU¹,e

¹School of Accounting, Wuhan Textile University, Wuhan, China

acs_yangyin@hust.edu.cn, b317934619@qq.com, cwendongqin552@qq.com, d238365391@qq.com, exssunt123@gmail.com

*Corresponding author

Keywords: Teaching Style, Examination Discipline, Study Style, Dimension Model.

Abstract. The research on the evaluation of students’ class by university teachers is of great significance to promote the reform of education and teaching and to improve the study idea. In this paper, the use of teacher evaluation student class dimension model, focus on building processes of "teaching style, examination discipline, style of study". Through the questionnaire survey on the six aspects of teachers’ teaching style, learning attitude, learning content, learning method and effect, students' ability and test conditions, the dimension model is established, and bring up with 4 recommendations to students learning, teachers teaching, teaching management and evaluation methods.

Introduction

Higher education should establish the continuous development evaluation system of students and teachers. Teaching evaluation includes student evaluation, teacher evaluation and school evaluation. At present, students’ evaluation and school evaluation are relatively mature in many schools, but teachers’ evaluation is relatively backward. Teachers’ evaluation is facing many problems, such as unclear learning attitude, poor learning motivation, and low professional ability of students, bad examination discipline, and examination cheating and so on. In order to effectively solve these above problems, teachers’ evaluation to student class and feedback mechanism is particularly important. This article, through the scientific research methods and evaluation methods, improves and innovates the scientific teaching evaluation system. The “three styles” construction as the center of the teacher evaluation student research is very necessary [1].

Research Methods and Research Design

Research Methods. This paper researches the dimension model of “Teaching Style, Study Style and Examination Discipline” of Classes by designing a questionnaire survey method.

Factor 1: Teaching style. Whether the school can train a qualified personality, all-round development of moral and intellectual students, it depends on teachers. Based on fully affirming the dominant position of teachers in teaching works, teaching style is a comprehensive reflection of the manner from teacher, which can inspire students imperceptibly in education. Advanced teaching style can solidify the teaching capacities and can improve reputation of schools. Therefore, teaching style is a source power to makes schools survive and persistently develop.

Factor 2: Learning Attitudes. Learning attitude is an important factor to affect learning. With the popularization of higher education, the quality issue of higher education has been given considerable attention by the public as an important aspect in higher education [2]. There are many factors that affect students’ learning attitudes: First, students’ learning attitude have been developed for one subject in middle school and always lasted for long time. Second, the external environments will have influenced learning attitudes, such as: social environment, family conditions, and school conditions.
Third, different disciplines have different teaching methods, and teachers of their own unique teaching methods will also become an important aspect of mobilizing student learning enthusiasm.

Factor 3: Learning content. Learning content is the main source of students’ knowledge. In the university teaching, students’ mastery of the knowledge is directly related to their ability for future works [3]. There are inevitable teaching issues of teachers during their teaching works. For instance: whether the students have a deep understanding of the various disciplines of their studies and whether the students are able to combine different knowledge from various subjects.

Factor 4: Learning method and learning effect. The improvement of the quality of personnel training is the core task of the future development from higher education. The study in university, curriculum and teaching is the key to improve the quality of higher education. Efficient learning outcomes and high learning quality are based on effective learning methods.

Factor 5: Student ability. The cultivation of students’ ability in all aspects is one of the important contents in evaluation for students by teachers. Based on the “three styles”, students’ abilities are mainly shown in the following aspects: First, self-learning ability. The ability of independent learning not only affects the academic performance, but also as a prerequisite for the lifelong learning. Second is professional competence. Students use professional theory and knowledge to enhance the ability of analyzing and solving problems [4]. Quality education is the result of teacher education and student self-development. Third is the overall quality. The difference of the comprehensive quality of students is also a direct reflection of teachers’ evaluation system for students, mainly showing for the ideological and moral quality, scientific and cultural quality, physical and mental qualities.

Factor 6: Examination situation. At present, the phenomenon of college students’ fraud is more common, and repeated. First one is existence of taking notes to the examination room, high-tech cheating, peeping others papers, finding someone on behalf of the test and so on; second, there is a serious problem of exam leaking, many students have already known the exam content and answers in advanced; third, some the university education supervisions and examination systems are not strict and the teacher supervisor examination consciousness is weak and irresponsible. These phenomenons seriously affect the formation of excellent study style and it is not conducive to the realization of personnel training.

Research Design. Based on the concept of dimensional modeling proposed by Kimball and Ross [5], this paper constructs the dimension table of “teaching style, style of study and examination discipline” for students in colleges and universities, according to the existing research results. The dimension model is divided into three indicators. First indicator is the evaluation of “teaching style, style of study, examination discipline” in classes. Secondary indicator is situation of teachers teaching style, learning attitude, learning content, learning methods and effects, student ability and test conditions. The teaching style is divided into teaching attitudes and teaching methods in secondary indicator. And analyze according from teacher stress, teaching methods, classroom interaction and other related elements. Analyze learning attitude from whether students have a clear learning goal and students learning interest. Analyze learning content from the student mastery of the knowledge in course and the completion of the works. Analyze the learning outcomes and methods from the utilization of teaching resources, lectures and other elements. Analyze student’s ability from the students’ self-learning ability, the overall quality of students and other elements. Analyze examination discipline from whether there is cheating in examinations and teachers’ evaluation of examination discipline.

Results and Discussion

In this paper, through the dimension model research and analysis of the questionnaire results, to explore the following recommendations:

(1) Guide students to find their own accurate positioning and help them to establish a correct concept of learning.

This study found that some students of their own position are not clear, and did not have correct learning attitude. The attendance rate was low in some class, and the learning enthusiasm was not
high and the classroom atmosphere was dull; Part of the students' knowledge is not solid enough, a large part of students did not pay enough attention to classroom notes and there were some troubles in homework. Some students cheated in examinations. The existence of these problems declares some students did not realize the importance of learning. Schools and teachers need to establish the dominant position of the students to improve their interest in the course of learning, and guide students to find the appropriate learning methods, so that students will learn to change the wrong ideas to promote the overall development.

(2) Guide teachers to change teaching concepts and improve teaching methods

It can be seen from the study that some students violated classroom discipline and did other stuff unrelated to the course. Their understandings of the curriculum were not enough. Less interaction in the class; lack of motivation to learn and mastery of the knowledge was not good enough; exam cheating repeated over and over again. In terms of teachers, the above-mentioned problems seriously restrict the teaching effect and fail to reflect the teaching abilities. Nowadays, the development of the society puts forward higher requirements to the training of talents. Teachers should change the concept of education. On this basis, the teaching methods should be improved.

(3) Improve educational management capacity and improve management methods

From the research, we can see that the students were not satisfied with the teaching equipment. Students thought that the educational management ability of the school was not perfect. There was no platform to interact between teachers and the students. Students thought that the educational administration could not guide and inspire the teachers effectively. These problems seriously restrict the development of students and teacher teaching enthusiasm. To improve the school’s educational administration ability is the most direct way to solve these problems. The school should improve the teacher's teaching incentive system in order to raise the teaching enthusiasm. Improve the system of learning rewards and punishments and improve the enthusiasm of students to study and put an end to cheating in examinations. Regularly conduct learning presentation to play an exemplary role of outstanding students, so that students establish the correct concept of learning. Regularly carry out the exchange of teachers and students to help teachers and students understand each other, and make progress together.

(4) The impact of scientific evaluation won't be ignored

Student evaluation system has been implemented for many years in China’s colleges and universities, and gradually formed a perfect system, also received very good results. But the evaluation of student class system has not yet formed by teacher. From this research, we recognize that: It is necessary to evaluate the students' class by the teachers and evaluate the students' classes in a scientific, systematic, reasonable way. When the student evaluation system and the evaluation of student system by teacher are effectively combined, this can really play a positive impact. Thereby promote the continuous development of students, teachers and schools.

Acknowledgement

This research was financially supported by the 2016 Training Programs of Innovation and Entrepreneurship for Undergraduates of Wuhan Textile University.

References


