The Course Diversity Examination Model
Ya-juan SUN
Xijing University, Xi'an, Shaanxi, China
723240327@qq.com

Keywords: Course, Diversity Appraisal, Formative Assessment.

Abstract. Diversified curriculum is the student to carry on the process of examination, is of course a multi-dimensional and multi-level examination review, through the examination of stimulate students learning interest and enthusiasm, lead teachers improve teaching, improve teaching quality. The course diversity assessment is different from the traditional assessment method, and the value orientation of the evaluation is based on the students' development, appreciation and understanding.

Introduction

The third plenary session of the 18 through "the central committee of the communist party of China on comprehensively deepen reform certain major issue decision" is put forward to deepen the reform in the field of education, strengthen students' sense of social responsibility, the innovation spirit and practice ability [1]. Therefore, it is necessary to reform the traditional curriculum evaluation model to cultivate the qualified talents with innovative spirit and practical ability. The core issue of current college curriculum evaluation reform is on the basis of the traditional test to build a scientific evaluation system, justice, human nature, make the examination change from single to multiple, and really have to take an examination to promote teaching and to take an examination of the role of promotion.

1. The Concept of Diversity Assessment

A test is a test or test that examines a person's talents, attitudes, knowledge, or skills. What is the diversity examination of the course, the academic community has yet to form a unified understanding. The author thinks that, so-called diversified curriculum assessment, refers to the course for a multi-dimensional and multi-level examination review, through the examination of stimulate students learning interest and enthusiasm, lead teachers improve teaching, improve teaching quality. Compared with the traditional course evaluation model, the difference between the college course diversity assessment and the traditional course evaluation model is mainly reflected in the following points:

First, pay attention to the formative evaluation. Formative evaluation refers to the evaluation of students' learning process, which is aimed at improving the teaching of teachers and promoting students' learning. Diversified curriculum assessment mode advocated combining formative assessment and summative assessment, formative assessment in the position and role of the evaluation system, this will help to promote the all-round development of students, promote the reform of teaching, improve teaching quality, to establish scientific evaluation system.

Second, the curriculum examines the diversity of content. The traditional college course examination mode mainly examines the students' knowledge and their application ability. Diversified curriculum evaluation model not only attaches importance to the basic theoretical knowledge and practical skills of students’ examination, also attaches great importance to the basic quality of students, innovation ability and humanistic literacy test.

Third, the course review form is diversified. Diversified curriculum evaluation and is not a simple change the request for the test to an open-book exam, half open and half close examination, course work, oral examination or investigation report and other single examination form, but the comprehensive application of multiple assessment methods, will assess throughout the whole teaching process.
Fourth, the overall assessment of the curriculum is diversified. University course examination scores constitute most of traditional methods is "overall score = grades x + final grade by 30% to 70%", student performance mainly depends on, is given priority to with request for examination of the final exam grades have developed for teachers to improve the means of examination pass rate. Diversified evaluation model is taken many times accumulated points, the method of assessment of each link are given a certain score, so that the students of class overall performance not only depends on a final exam, supervise students in the study at ordinary times.

Fifth, the evaluation body of the curriculum is diversified. The evaluation model of the traditional curriculum is the teacher, and the student is the object of the appraisal. The student has no right to say in the course appraisal process. Course diversified evaluation model in the oral exam, games, scenario simulation and practice will be students, peer assessment of some links such as teachers, business experts as the main body of curriculum evaluation, make the student's grades is no longer unilateral decision by the teacher, so that the students' course overall result is more objective, scientific and fair.

Course assessment of diversity is the traditional college curriculum evaluation mode is given priority to with request for examination of the improvement and perfection, emphasis on the evaluation of the learning process of students, the introduction of diversified evaluation form, evaluation content and evaluation of the main body, reduce the exam in the student course proportion of overall performance, its fundamental purpose is to improve teachers' teaching, promote the students' learning.

2. Clarify the Concept of Diversity in the Course

The proposal of diversity examination undoubtedly causes shock to the traditional course evaluation model, and it is also more relevant to the need of curriculum examination reform. Diversified, however, in promoting and implementing curriculum examination in the process of educational administration department and the teacher, for the diversified evaluation exist some misunderstandings on different level, we have to clarify as below:

First, the diversity examination is not abolished in traditional exams. Some people believe that the practice of diversifying the curriculum is to abolish the traditional exam, which is a big misunderstanding of the concept. In fact, diversified assessment does not repel the traditional knowledge examination, has its own advantages and disadvantages of each appraisal way and diversified evaluation emphasizes the integrated application of multiple examination methods to undertake to the student evaluation.

Second, the diversity of courses is not for diversity. It is not the reform of the curriculum. In fact, the classroom teachers in diversified design course assessment scheme should select the most suitable for the students' evaluation according to the teaching goal and the characteristics of the course, so as to evaluate students' learning achievement more objective and fair. Diversified curriculum assessment mode should be considered the burden of classroom teachers, students, assessment is too cumbersome and complex and time consuming too much, will lead to teachers and students, and even cause excessive emphasis on assessment and despise the mess of teaching. Therefore, teachers should adopt "moderate and feasible" as the basic guideline in the implementation of curriculum diversity assessment.

Third, diversity assessment is not the end of learning. To view diversity as the end of learning is another misconception that some teachers and students think about diversity. They will judge the results only as the basis of the reward and punishment, and they should not be able to think deeply about the advantages and disadvantages of the students in their study, and the corresponding remedial measures are not put forward in time. Implementation of diversified curriculum evaluation is one of the key points according to the students in the course of the assessment, timely adjust teaching strategies, stimulate students' potential or remedy the lack of students in learning, so course diversified assessment is another starting point, not a destination.

Fourth, the diversity assessment is not subjective. The diversity assessment of courses will be used to evaluate the evaluation of various kinds of evaluation, such as ending sex evaluation,
formative evaluation and developmental evaluation. In general, divided by the summative assessment, mainly took the exam, less objectivity has been questioned, other ways of evaluation more let a person feel less subjective than objective. In fact, the rigorous diversity review will set the specific grading criteria before the evaluation, minimizing the interference of subjective factors. Therefore, the diversity assessment is not subjective. As long as the scientific grading is set, the examination is objective and fair.

3. The Value Orientation of Curriculum Diversity Examination

As the saying goes, "the ruler is short and he has the best of his own". So does the student. Any students in the course that they don't want to get a negative result in the examination, for assessment of positive results, most of the students are willing to accept, and will be encouraged, increase self-confidence, have more satisfaction, create a higher learning achievement. Therefore, in building a diversified curriculum evaluation concept, should be with the person this, think about how to undertake to the student evaluation at the same time, help students better understand ourselves, and to the development of people, the recognition and understanding and so on three aspects of exploration can be we implement diversified curriculum appraisal value orientation of thinking and on the basis of [3].

First, improve students' overall development. Education is closely related to the development of human beings, so the evaluation should aim to promote students' all-round development. Human development includes the three levels of physical development, psychological development and social development. These three levels are independent of each other and are interdependent on [4]. The diversity assessment of courses is not only a tool for selection, but also a driving force for students' overall development. Teachers not only to test the students learning process, also to study the students in the learning process of confusion or doubt, guide the student to find a suitable way for their own learning, cultivate the students found that, in the face of problems and problem solving skills, and guide the students comprehensive development. The potential of each student is limitless, and the potential of the student can be undiscovered, which can be played out in relation to the evaluation of the teacher's curriculum. Teachers should be students potential mining, find ways to guide students to find the inherent advantages, lets the student's strengths, increase their self-confidence, cultivate students to become the main body of learning, let them become the study master, let the student to obtain comprehensive and harmonious development.

Second, evaluate students. Appreciate and value orientation, to promote the development of students comprehensive a foothold is for people's development and to the person's care and respect, just to explore the problems from the point of view of the different. According to Maslow's Hierarchy of needs, in the person's needs, esteem needs and self-actualization need is an advanced, is a force to promote personal growth and development. Assessment in the process of recognition and is not a simple study result is good or bad, but should also include respect for the students need to be recognized and appreciated, also include the need for students to explore, the need for responsibility, for the needs of the new experience aspects of respect, let the students feel the joy of learning. In order to appreciate the students, the examination should satisfy the following characteristics: first, praise and criticism. Does not mean that only praise not criticism, the teacher should be practical and realistic, let the student see own advantage already, also let students know clearly that my own shortcomings and the direction of future efforts. Second, recognize differences and allow them to fail. Teachers should admit the differences between the students, and allow students to fail in the learning process. Students need to know everyone has difference, failure is not terrible, and the key is to accept defeat, in the face of failure, overcome failure, finally to success. Third, we need to develop the ability to take responsibility. While respecting the students, they also need to learn to face and accept responsibility, not to let the students immerse themselves in the situation that is appreciated. Four is the potential for stimulation. Recognition of the key is to cultivate students' identity, help students get rid of the inferiority of self-denial, excavate students, stimulate the internal potential, causes the student to gain momentum.

Third, the examination is to understand the students. Introduction of understanding in the
diversified curriculum appraisal value orientation, help to promote understanding between teachers and students to eliminate misunderstanding, make teachers and students to understand each other, also can make teachers or students' self-understanding, and promote common development between teachers and students. At the same time, understanding can cultivate the students' understanding quality, improve the students' ability of the world, and promote students' all-round development. In the course of the course diversity examination, the communication and communication between teachers and students is an important part of the evaluation. If teachers appeared adverse phenomenon, the students can understand the actual situation of the students, understand students, respect students, to help rather than a simple criticism, eventually will guide the student to improve the deficiency, to complete the learning goals. Shall establish a two-way communication between teachers and students, the relationship between teachers and students also division also friends, mutual respect, mutual trust, mutual support, this will help to improve evaluation results. Try into the students, the teachers should know students' interests and hobbies, love students, put yourself in for the sake of students, establish the equal relationship between teachers and students, sincerely listen to the voices of the students, do the students like the teacher, by communication understanding to help students solve their learning problems, can guide students to more comprehensive development.

References


