Improvement of Teaching Ability Based on Teaching Reflection and Evaluation: Taking Economics Teaching as an Example

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Abstract

Scientific teaching quality evaluation system and the effective operation mechanism have a positive meaning for promoting teaching reform. Teachers' specialization is the core of education, and is the starting point and end-result of education reform. Teachers' professional development has three kinds of orientation: rational orientation, reflection-evaluation orientation, and ecological orientation. Some new research suggests that reflection-evaluation orientation is the best way to improve teachers' professional abilities. At present, reflective teacher education has become worldwide trend. Compared with experiential teaching, reflective teaching is a sort of positive tool which is used to help teachers conduct their active and professional work. The main purpose of reflective teaching is to allow teachers to reflect on their own work and self-evaluation, and improve their methodology, eventually improve teaching methods and promote student learning. Nevertheless, there are many problems in the teaching quality evaluation system in the aspects of concept, subject, standard, organization, etc. Therefore, we have to reflect and reconstruct the teaching quality evaluation system in colleges and universities.

Keywords: Economics Teaching, Teaching Ability, Teaching Reflection and Evaluation, Reform, Reflective Teacher.

Introduction

Since 1980, the reflective teacher education movement, which sprang up in North America, has developed rapidly, and has been recognized by most countries in the world, eventually, it becomes an international trend. At the same time, some slogans had appeared, such as reflective teaching, reflective practice, reflective teacher, and teacher as researcher. It can be said, reflection and self-evaluation have become a breakthrough in the reform of teacher education. The development of reflective teachers cannot be separated from the international trend of teacher professionalization movement. With the increasingly fierce global competition, the cultivation of high quality teachers is considered as a strategic position to improve the comprehensive competitiveness of the country, thus it is very important to enhance the ability of teachers.

G. J. Posner provided a formula for teacher growth: Experience + Reflection = Growth. That means, experience and reflection are complementary to each other.

The problem of teaching quality evaluation in college is mainly reflected in two aspects: 1. Not attaching importance to the teaching quality evaluation; 2. Lacking of the educational view of People first. For a long time, the research-oriented evaluation model has blurred the line of sight of teachers, and the teaching evaluation system is in an embarrassing position. Admittedly, if there is no standard evaluation system, just a few people can fully evaluate their

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own advantages and disadvantages or achieve their own development needs. The college needs an objective and impartial evaluation system to evaluate teachers' abilities, which is useful to help teachers improve their teaching quality.

In this paper, we choose economics teaching as an example to support our proposal. Economics course is one of the core courses of finance and economics, which is divided into micro-economics and macro-economics. Students generally think that economics is pretty difficult to learn, and there are two main reason: 1. Students can hardly understand economics; 2. The teacher's teaching method is inappropriate. Therefore, we need a reflective evaluation system to evaluate these teachers' teaching quality.

![Figure 1. A Reflective Evaluation System.](image)

**The Proposed Methodology**

**Self-evaluation in Reflective Teaching.** In teaching practice, teachers are constantly thinking about their teaching effects. The definition of self-evaluation requires teachers to develop their skills in the process, and improve teaching quality and promote students' progress. Thus, In the course of the evaluation of reflective teaching, self-evaluation is the most important part.

Self-evaluation is the first step to change. Self exploration is challenging, because we do not want to face our unsatisfactory parts which is sort of catalyzer to help us improve skills. Teachers should become self-directed learners, and consciously look for opportunities to learn and correct them.

- Teachers have a sense of self management. People have a kind of psychological mechanism, such as self management, self perfection, self realization, according to these psychological mechanism, people are initiative to improve their ability and develop habits. Teacher's self management is a kind of spontaneous behavior, which maximize their potential energy.
In some ways, teachers know more about themselves. Compared with other reviewers, teachers are more aware of their work background and objects. Therefore, teachers' evaluation must give full play to themselves, and highlight the main status of teachers in the whole evaluation process.

Personal feelings and values are involved in the process of self-evaluation. From the perspective of scientism, the factors of individuals' emotions and values are always considered to result in the inaccuracy, which should be avoided. However, individuals place themselves in a state of self aphasia. The evaluation system of reflective teaching rejects the neutral standpoint, on the contrary, it believes that people need to have a serious sense of responsibility, conscience and faith, and teachers should correctly evaluate and criticize the quality of teaching.

Figure 2. Kolb's Self-learning Styles.

Implicit Theory. Implicit theory is a kind of personal theory of teacher which is a concept settled in teacher's mind. Implicit theory is closely related to teacher's life, and is a kind of understanding of teacher's life style. Teachers use their implicit theory to deal with teaching events and educational resources. To a certain extent, changing the teachers' implicit theory means changing their way of life. During the process of teachers' self-evaluation, implicit theory can reflect their true feelings and teaching state. Some scholars have pointed out that, when implicit theory combine with reflective practice, we can better observe the behavior of teachers and evaluate them.
Self-evaluation system needs teachers' feedback. All systems need feedback information to effectively control the individuals. Since the school administrators evaluate teachers' abilities, quick, accurate feedback evaluation results are very important to help improve reflective teachers. Those possible problems in teaching work can be figured out as early as possible through assessment report which can also make a guarantee for the evaluation criteria and results. The main contents of the evaluation report include:

- **Abstract**: A brief review of evaluation reports, which explains the reasons for the evaluation and lists main conclusions and suggestions.
- **Background information of evaluation scheme**: Describes how the evaluation scheme is produced, focusing on the evaluation criteria and theoretical basis.
- **Implementation process of evaluation scheme**: Describes the details information of self-evaluation, including process of gathering information and processing information.
- **Results and analyses**: Describes the collected evaluation information, including data, evidences, events, etc.
- **Conclusions and suggestions**: Judge the results and draw the conclusion, and put forward some suggestions.

Establish an evaluation system for promoting teachers' professional development. A judicial and objective evaluation system needs to be established, in order to better evaluate teachers' reflective teaching. Education measurement standards and evaluation system needs a variety of functions, such as evaluation, judgment, selection, feedback, education, guidance, motivation, etc. The main purpose of an evaluation system is to improve learning and teaching quality, which can accurately reflect teachers' personal value, ethical value and professional value, and can help teachers obtain momentum and confidence to move forward as well.
Conclusion

The evaluation of reflective teaching is the process of construction of the subject and the continuous generation, development and perfection. Thus, there is no universal teaching evaluation system all we have are some cases and examples of teaching evaluation. In this paper, facing the way to evaluate teachers' ability and improve their teaching effectiveness, we analyze the methodology based on reflection and self-evaluation. Reflective teaching evaluation results can reflect the local values, standards, the main control, and can promote the teachers' teaching methods, meanwhile, students are allowed to actively participate in learning activities and in this way, teachers can unify the teaching goal, the teaching method and the evaluation method. In general, evaluation system can obtain the following expected results:

- When teachers got a real self recognition and evaluation, they would willing to use a reflective teaching evaluation system
- Teachers can establish their future development goals, and strengthen the purpose of work.
- Teachers regard the evaluation process as a chance to communicate with students, school administrators, especially themselves.
- Improve their satisfaction of the work environment
- The relationship between teachers and students becomes more harmonious.
- Teachers obtain a better space for development and opportunities
- Realize the teachers' life value.
- The personality of teachers and students are preserved and developed.

References