A Study of the Reform of the Teaching Evaluation System in the Context of the Credit System in the University

Jinhua Yu¹, Hui Jin²

ABSTRACT

Teaching evaluation system is an important way to supervise the teaching quality in universities. We should make reform of the traditional teaching evaluation system in the context of the credit system. The teaching evaluation system should meet the requirement of keeping the balance between teaching and learning in terms of achieving interactivity, selectivity, and equal contract spirit. We should attach importance to teachers’ ability of fostering the students’ creativity, respecting their individuality, and multifactors of management of the students so that the teachers can enhance their teaching and promote the development of the students’ individuality and creativity.

Keywords: Evaluation System; Credit System; Students’ creativity.

1 INTRODUCTION

The reform of the credit system is an important measure in the reform of higher education. The implementation of the credit system can make more fully and rationally use of the existing teaching resources to arouse the initiative of students’ innovative learning and improve the quality of teaching, so as to form an effective teaching management mode of students’ independent learning and personality development. With the development and the implementation of the credit system, how to set up the teaching management measures to adapt to the credit system has become the focus of the teaching reform researching increasingly. The transformation from the academic year to the credit system in our country's colleges and universities has reflected the contradiction between rigid teaching management system and the basic characteristics of the credit system in teaching management, especially the conflict between the plan-oriented teaching management and the choice-centered credit system. Teaching evaluation system is an important part of teaching quality control in the process of teaching management. The traditional teaching evaluation system is based on the concept of teaching and the classroom, but the core idea of the credit system requires teachers to promote the development of students’ innovative personality. Under the credit system model, the traditional teaching evaluation system has many incompatibilities with the educational concept which needs to be upheld in the credit system. We must deeply

¹Yu Jinhua, Xi’an University of Technology.
²Jin Hui, XinCheng College of Shannxi Radio & Television University.
understand the essential purpose of credit system that has been implemented in modern higher education.

2 Teaching evaluation system should be compatible with the credit system

The core idea of the credit system is to respect the individuality and individual free development, recognizing the differences between individuals. The regularity and difference of individual development are regarded as the highest principle of education. In terms of Instructional design. It puts emphasis on "general education" combined with "personalized education". In a broad range of teaching management environment, through self-design, self-practice, self-education, students can become creative talents who can meet the social needs. Therefore, the goal of the credit system in higher education emphasizes the students' comprehensive development, especially the independence of students, autonomy, innovation and comprehensive training. Therefore, under the model of credit system, the teaching evaluation system is bound to be influenced and restricted by the credit system.

Taking Xi'an University of Technology as an Example. There are five factors that are used by the teaching evaluation system: 1. Teaching situation: whether the lecture is full of enthusiasm and energy, appealing, attractive. 2. Ethics aspects: establishing oneself as a role model for students, strict management, punctuality in class, classroom discipline is good, conscientiously correcting homework and answering questions. 3. The course content: the lecture is rich in contents, and the teachers is familiar with the contents and excel at explanation. 4. Teaching concepts: using heuristic teaching methods and explaining the profound theories with simple language; emphasizing the key points appropriately, and able to apply theory to practice or the development of new achievements. 5. Teaching methods: to adopt a reasonable teaching methods, such as traditional teaching methods, multimedia teaching methods, or multimedia teaching methods combined with traditional teaching methods. Although credit system has been running in Xi'an University of Technology for ten years, but the contents and methods of teaching evaluation system is relatively old. It is in contradiction with the goals of the credit system. The reform should be carried out from the following aspects:

2.1 The evaluation index should emphasize the interactive concept of teaching and learning of credit system

The current teaching evaluation system confirms that the level of professor’s teaching determines the quality of the course to a large extent, but does not examine the influence of the interaction between teachers and students on the teaching effect, neither does it give students opportunities to express their views. But evaluation indicators under the credit system should reflect the equal status of teachers and students, highlighting the effective interaction between students and teachers. Such as: whether the teacher's judge indicators of the students’ score is fair and reasonable or not; whether the teacher's syllabus and classroom activities reflect the student's learning objectives and welcomed by the students; whether teachers can mobilize students to participate in the discussion, and seriously answer students' questions; whether the student's feedback is answered and adopted; and whether the teacher respects the
student, help students in times of difficulty. Establishing these assessment indicators will help teachers to improve teaching methods, so as to improve the quality of teaching, making teaching more popular among students.

2.2 The evaluation index should reflect the purpose of cultivating students' creativity which is uphold by the credit system

The reason why the credit system proposes students can freely choose their courses and teachers is that it is helpful for implementing the concept of individualized teaching, highlighting the students' independence, autonomy, innovation and comprehensive training. It is to attach importance to the improvement of the overall quality of students and innovative ability in practice, so as to put more emphasis on the overall development of students, to achieve the development of innovative talent with the goal of innovation. The current evaluation indicators do not reflect whether the teachers are training students to innovate, encouraging them to take innovative measures, make objection, express their point of view, raise questions, or have original thinking, or arousing their interest in the curriculum and think differently. We should make clear that teaching evaluation is not only the need of teacher’s professional growth, but also the need of cultivating student’s subjectivity. The education process should be the process of interaction and dialogue between teacher and student. Teachers should enhance the students' subject consciousness through teaching, enabling students to improve their ability, to improve their independent thinking and innovative ability and ultimately grow into a person with independent spirit.

2.3 The evaluation index should respect individuality, reflecting the principle of diversity which is uphold by the credit system

A basic spirit of the credit system is to respect individuality, which requires the development of teacher evaluation indicators should not be "simple" and "unified", but "diversified" and "specific". The students can thus fully understand and grasp the specific content of evaluation indicators so as to express their own personality characteristics and reflect their own personality requirements in the evaluation process. The current content of evaluation indicators seem to be comprehensive, but the options are general, unclarified, poorly articulated, and the students do not know how to participate. Let’s take the requirement of “setting role models for students” as an example. Due to it lack of specific requirements, the understanding of the points will be different. It may lead students to make different evaluation. Another example is “the lectures should apply the theory to practice”. Its meaning is too broad. Not all disciplines and course contents are applicable. The current evaluation system does not consider the characteristics of various disciplines, or distinguishing feature of schools, majors and the characteristics of students and teachers, especially for liberal arts, science, engineering, and art. All the students and teachers are using the same evaluation system, and they ignore the differences between curriculum and teacher’s experience, emphasizing the commonality rather than the personality. It reflects the fact that the indicator system is relatively simple, vague and unrealistic, resulting the evaluation index ambiguous and not effective during operation. Therefore, some evaluation indicators should be
reconsidered so that students can make more clear judgments and improve the relevance, accuracy and effectiveness of evaluation.

2.4 The evaluation index should emphasize the equality of contractual relationship

In the pattern of credit system the contractual relationship between the civil subjects based on the rights and obligations is strengthened, both teaching and learning should have equal rights and obligations. The syllabus should be a contract, rights and obligations of their own have been clarified by teachers and students at the commencement. They will have mutual supervision to ensure the quality of teaching, letting students have the right to know the class content, methods and the right to choose teachers, as well as the right of speech of how to improve the teaching is very important. This contractual relationship presupposes that the educated have a considerable civil subjective capacity, have the appropriate learning ability who can effectively determine the knowledge they need, and then be able to consciously fulfill their obligations and enjoy their autonomy. On the contrary teachers should also be able to have the appropriate selection requirements of the students whether they can fulfill learning and have the right of evaluation. All the students have the right to evaluate the teacher's teaching, but the teacher does not have the right to choose which students have the right to evaluate their work. Evaluation system should have a more objective evaluation of teachers' teaching based on the students making their own efforts of learning. For example, what is the student's attendance rate for the course? Did the students who participated in the evaluation take the course seriously? What is the duration of extra-curricular study? These issues should be integrated into the assessment indicators. Otherwise, letting the students who do not have the desire of study to evaluate the teacher's well-prepared teaching activities will be of no use to promote the teacher's teaching, and the credibility of evaluation results will be greatly reduced.

3 CONCLUSIONS

Therefore, with the progress of the educational concept, the traditional teaching evaluation system should be reformed under the new education idea. It should be introduced fresh ideas and methods. In particular, we should unify the teachers' teaching evaluation and the basic ideas of the credit system. We should achieve the effect of teacher-leading and students as the main body, individualized teaching and learning, equality between teachers and students, teaching interaction, mutual choice, and respect for individuality and encouragement of innovation.

REFERENCES

