College Curriculum Assessment Based on Improving Teaching Effect

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Abstract. With the continuous popularization of higher education in China, college education is becoming more and more important, and the improvement of teaching effect in colleges and universities is a key component to improve the educational level of colleges and universities. Therefore, it also has important practical significance for the curriculum assessment design to improve the teaching effect of colleges and universities. This paper first points out the current situation of college curriculum assessment and the existing problems, and then takes management as an example to propose the curriculum design and design ideas to improve the teaching effect.

Introduction

With the popularization and marketization of higher education, the teaching effect of colleges and universities has been widely questioned by students, parents, enterprises and employers. It has many factors, including the school's strategic orientation, the school's incentives for teachers, the role of teachers' individual roles, and the curriculum evaluation system, have all contributed to the overall situation of low teaching effectiveness in colleges and universities. From the perspective of curriculum assessment, this paper comprehensively analyzes the main reasons for the low teaching effect, and designs a set of curriculum evaluation system that effectively improves the teaching effect based on the current teaching situation and the learning situation of students, combined with process assessment and results assessment. In the process, students can learn and master the basic knowledge. At the same time, through the final exam, the comprehensive application of knowledge can be realized. From the two dimensions of process and result, the students' learning behavior is regulated, the students' love for the curriculum is stimulated, the students' potential is explored, the teaching effect is improved, and more talents that meet the needs of the society are cultivated.

The Status Quo and Problems of College Curriculum Assessment

The course assessment is not only a measure of the teacher's teaching effect, but also an examination of the student's learning outcome. It is an indispensable part of the teaching system. It is not only a feedback on the teaching effect and learning effect, but also plays a guiding role in the two processes of "teaching" and "learning." Therefore, the design of a fair, reasonable, scientific and effective curriculum assessment mechanism can not only reflect the teacher's teaching effect, but also stimulate the enthusiasm and initiative of students' learning, and can realize the effective transfer of knowledge ownership. At present, the curriculum assessment in colleges and universities is generally out of sync with the teaching effect. At the same time, the measurement of students' learning effects is also unsatisfactory. The specific problems are as follows:

The Form of Course Assessment is Single, and the Results are dominated

At present, the form of college curriculum assessment is mostly based on the results of the assessment, using a test paper of the final exam to measure the learning effect of the entire curriculum. The content of the test paper focuses on theoretical knowledge, ignoring the assessment of attitudes and skills; the types of questions are mostly judged, selected, and filled in, which is focused on the assessment of individual knowledge points, lack of the assessment of comprehensive
knowledge integration and application. This form of assessment can effectively screen out students with extraordinary memory, but can't screen out students who can apply what they have learned in the classroom to practice and influence their practice. At the same time, under the guidance of this assessment method, students will ignore the classroom learning, and pay more attention to the pre-examination review. It is unclear and only memorizes the hardback, which makes the results of the curriculum assessment difficult to reflect the teacher's teaching and the learning effect of the students.

**Attendance Replacement Process Assessment, Students Attend Classes for Attendance**

Many teachers have a large proportion of attendance in their usual grades. Some teachers use the attendance to replace the process evaluation, and almost every class has to be named, or directly name it, or name it through an unrelated teaching content and instructional design. The popularization of education has led to a sharp increase in the number of college enrollment. The large class is the normal state of teaching in colleges and universities. There are more than 100 students of teaching classes, and it takes at least 20 minutes to name one time. 100 minutes in a class, 20% of the time to name, is putting the cart before the horse. Replacing process assessment with attendance will lead students to enter the classroom for attendance rather than for learning knowledge, experience and skills. Therefore, it will appear that teachers and students are independent in class. If you talk about you, I will play with my mobile phone, and we will not interfere with each other. After the roll call, the class task is over.

**Key Points Should be Set before Course Assessment, and Cheating is not Allowed for Many Times**

Although the domestic universities have strict punishment system for cheating in examinations, there are still a large number of students who are lucky enough to cheat in the examination room in various ways. Some of them carry notes, some send answers by mobile phone, some record the answers in the examination room and listen quietly. If we carefully analyze the above cheating phenomenon, the reasons for cheating will come to light. If a student doesn't know the content or scope of the test, what does he prepare for? The content of the note and the recording must be related to the content of the test, and the content or scope of the test is precisely defined by the teacher before the test. Because the teachers in the classroom are neglecting the assessment and feedback on the students' learning situation, many students do not listen carefully or skip classes directly in the classroom. In this way, the natural achievements of "teaching" and "learning" are not ideal. Therefore, before the test most teachers give students a focus, frame the scope and other ways to improve the test scores of students, students naturally understand that this way cannot get the true knowledge, even if all the back, the ownership of knowledge is still in the teacher. At the same time, by the test week, various exams have come to the fore, so that students should be overwhelmed. It is difficult for most students to recite so much content in such a short period of time. In order to pass the exam, the idea of cheating naturally arises.

**Lack of Curriculum Evaluation Design that can Promote Each Other**

Teaching is a kind of special communication. Its particularity is reflected in the fact that both parties must give timely feedback to each other in order to complete the teaching activities more effectively. Teachers need feedback from the students in the process of teaching, in order to be able to determine what they are teaching, whether the students have already understood, and at the same time, teachers can also be encouraged by the feedback of the students, and can teach the content of the lectures better. Students also need teachers to design some assessments to give feedback. Through these feedbacks, students can understand their own learning situation, the learning situation of their classmates, and get incentives or adjust learning methods based on these feedbacks. It can be seen that feedback is an indispensable means to promote teaching and learning. Because of the particularity of teaching, feedback is required to be timely. Any delay may cause students to lose interest in learning because they do not receive timely and accurate feedback. At the same time, the feedback of teaching should not only be embedded in the teaching process, but also should give
overall feedback to the students' learning after the completion of the teaching tasks. The overall
teaching feedback needs to be designed in combination with the teaching process and the specific
situation of the teaching. Only in this way can we effectively control the effectiveness of classroom
teaching from process to outcome. However, at present, the curriculum assessment of colleges and
universities lacks design, let alone the promotion of teaching effects. The whole course ends with
the end of the last class, and the test is another stage. The result will not become the basis for
teachers to improve the teaching effect, but only formally announce whether some students pass or
not. The results of the exam have long been unrelated to the teaching effect, and the exam has lost
its meaning.

**Design Ideas of Curriculum Assessment Based on Improving Teaching Effect—Taking
Management Science as an Example**

Through the above analysis, there are still many problems in the curriculum assessment of
colleges and universities. It is necessary to abandon the traditional curriculum assessment design
ideas, adapt to the current rapidly changing educational environment, and also need to be based on
the essence of education, to achieve the goal of teaching objectives as a starting point, and to
enhance the teaching effect as means. Analyzing the current teaching situation, grasping the main
contradictions of things, designing a set of assessment system that fully matches the teaching
objectives, and realize the promotion of teaching effectiveness and the achievement of teaching
objectives.

**Use Process Assessment to lay down the Basics**

As we all know, management is a skill, but this skill must be supported by knowledge. The mark
of knowledge being mastered is effective extraction and long-distance migration. Generally
speaking, when relevant management scenarios are encountered, it can effectively extract relevant
from the brain. Knowledge, a deeper level, is the ability to apply knowledge to other different areas
and achieve a long migration of knowledge. However, both extraction and long-distance migration
require the integration of knowledge. Integration cannot be achieved just with a final exam. It is
necessary to set various forms of assessment in the teaching process, and promote the transfer and
re-creation of knowledge ownership. Take the concept of management as an example. If the teacher
passes the concept to the students in a lecture, the effect will be unsatisfactory. The concept is a
highly abstract knowledge extracted from various management practices. The most effective
method is to reduce the case scene from the abstract to the specific, and use the learning group as
the unit. Each group leader learns from the case through micro-action learning. Extract 3-5
keywords related to the concept and string them into one sentence. Finally, the views are presented
in groups. Finally, the teacher commented on the sublimation and gave the correct answer.

By analogy, all basic knowledge design is entered into the form, and the process of the
interlocking process is used to ensure the realization of the teaching effect. In view of the important
role of process assessment, it accounts for 60% of the management assessment design.

**Use the Results to Achieve Comprehensive Application and Integration of Knowledge**

The study of knowledge serves the use of it. No one learns knowledge for it. The comprehensive
application of knowledge is the ultimate goal of teaching. Therefore, at the end of the semester,
when all the basic knowledge is finished, it is necessary to timely assess the students' ability to
comprehensively apply knowledge to test the achievement of teaching results and teaching
objectives. The method of assessment varies from content to content. Taking the leadership and
teamwork skills in management as an example, the training of leadership ability cannot be achieved
by understanding the concept, essence and characteristics of leadership. It must be trained in
conjunction with actual projects. Learn from IBM's two-handed three-ball project to examine
student learning. The specific method is shown in Table 2:
Table 1. Process Assessment Design.

<table>
<thead>
<tr>
<th>Teaching content</th>
<th>Teaching form</th>
<th>Assessment method</th>
<th>Grade evaluation</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management concept</td>
<td>Flipping classroom; Micro-action learning; Knowledge extraction</td>
<td>Presented within the group; Presentation between groups</td>
<td>Total score of 5</td>
<td>Teachers according to keywords Accuracy, the logicality of the sentence, and emphasize that the follow-up course will be spot-checked at any time.</td>
</tr>
</tbody>
</table>

Table 2. Results Evaluation Design.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>leadership</td>
<td>Project driven method (with both hands throwing 3 balls at the same time)</td>
<td>Randomly specified within the group; The two throw the ball on the spot</td>
<td>Throw 10 full marks in a row 20 points</td>
<td>In order to train students to be responsible for the team's synergy, the minimum number of throws per team is the whole group score.</td>
</tr>
</tbody>
</table>

The teaching project of throwing 3 balls in both hands, while training the leadership of the team leader and the teamwork ability of the team members, can do more with less. Curriculum assessment design is a very important part of curriculum design, and it is also an indispensable part. Teachers need to combine their own curriculum nature, curriculum objectives, curriculum content, students' situation, and make painstaking and scientific construction in order to serve the teaching goals better and contribute to the teaching effect. Teaching is another big system composed of "teaching" and "learning." They are like each other's gears, pushing each other, helping each other and moving forward together, while the curriculum assessment is the process of coordinating the effects of large systems to test "teaching" and "learning." It can not only consider the process of coordinating between them, but only evaluate the results, and can not only focus on the results and ignore how the results are achieved, the process and the results must be taken into consideration in order to effectively play to the role of the "assessment."

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References


