On the Reform of the Course Stratified Examination Based on the Characteristics of Higher Vocational Students

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Abstract: Under the background of popular education in higher education institutions, the trend of enrollment system reform and diversification of students sources in higher vocational colleges is intensifying, and the differences of students' learning and ability level are becoming larger and larger. Many new characteristics have emerged in Higher Vocational students' learning and classroom. In order to adapt to the characteristics of the current higher vocational students, improve the learning effect and give full play to the functions of the examination, this paper breaks the routine, applies the examination according to their aptitude, actively innovates the method of the course examination, and summarizes the method of the course stratified examination suited to the characteristics of the students. This method is suitable for the learning needs of students at different levels, allows students to have greater autonomy and selectivity, and is conducive to the improvement of teaching quality.

Introduction

With the continuous demand of the society for vocational education, the enrollment scale of vocational education continues to expand, the source of students is diversified, and the quality gap of students is also growing. The conventional test mode hinders the effective development of students' personality quality, restricts the initiative of some students in learning, hinders the improvement of the overall effect of teaching, and the conventional test mode is not suitable for the characteristics of current students. The contradiction between examination and study is more and more prominent. Taking the same examination mode for the students with great differences in personality quality cannot meet the needs of the society for higher vocational education, and cannot adapt to the characteristics of the development of higher vocational education. At present, many educators have made continuous exploration and Reform in teaching mode and teaching method, which has also achieved fruitful results, but it cannot fully adapt to the characteristics of current higher vocational students. We should not only seek reform in how to "teach", but also seek innovation in how to "test", so as to make the test adapt to the teaching, and more in line with the current higher vocational students Characteristics. On the basis of summing up the characteristics of current vocational students, this paper analyzes the necessity of carrying out stratified examination, and puts forward the steps of carrying out stratified examination. Through the research of this paper, it has a certain guiding role in the implementation of stratified examination.

Characteristics of Students

Biogenic Characteristics

1. Complicated source of students

There are five ways to recruit students in Higher Vocational Colleges: single entrance examination, counterpart secondary vocational examination, 3 + 2 secondary vocational college continuous reading, 3 + 2 professional continuous reading and unified enrollment [1]. The types of students in higher vocational colleges are more extensive and complex than those in ordinary colleges and universities.
2. Poor cultural foundation

The cultural foundation of students in higher vocational colleges is often weaker and more different because of the influence of students. The comprehensive quality of some higher vocational students is poor, and their learning attitude, learning ability, cultural basic knowledge and other aspects may be relatively poor, which causes great obstacles to university learning.

Learning Characteristics

1. Learning objectives are not clear enough, and learning interests are not strong

The learning objectives of vocational college students are quite different. Some students have no goals and don't know what they want to learn and do. Some students set their goals to be able to spend three years in a smooth and profitable way, and they don't care if they can learn knowledge and get the graduation certificate. Some students set their goals to be able to graduate successfully and get the graduation certificate. Some students set their goals on the long-term realization of life value and life goals. In the process of learning, many students have no clear direction of learning objectives, lack of scientific rationality, and do not know their own efforts.

2. Lack of curiosity and ambition

In higher vocational college students, some of them have no desire for knowledge, and they are unwilling to take the initiative to study. Learning has become the last thing they are willing to do, which is a burden. They are totally forced to go to the classroom, just to cope with school attendance. Therefore, in the classroom, they are relaxed, disorganized and undisciplined, and their mind is not in learning at all. What does the teacher say in the whole class? The content is completely unknown. I have no plan for what I want to learn and do in three years. I just muddle through the day and have no ambition.

3. Not forming good learning habits

Quite a number of vocational college students have not formed good learning habits in high school, resulting in their own cultural foundation is relatively weak. After entering the University, facing the new learning mode which requires higher autonomous learning ability of students, it seems to be at a loss. Some students will be difficult to adapt to it, but also can't stand all kinds of temptations. They are immersed in the virtual network environment all day long. Finally, they are suspended in multiple subjects and need to make-up examination and re-study.

4. Lack of scientific and effective learning methods

Some higher vocational students have the problem of unscientific learning methods. Many students are not aware of the importance of making learning plans and learning objectives and lack of preparation before entering the University and the beginning of the new semester. At the same time, the enthusiasm of taking notes in class is not high, few people take notes, and there is a lack of certain focus in the process of taking notes. In the process of doing homework, there is also the problem of only paying attention to speed, and the problem of learning burnout is more serious, which reduces the learning effect of students.

5. Students don't want to have classes, so it's hard for teachers to have classes

No matter in the basic course or in the professional course with strong practicality, many students just come to report in. Through teachers' attendance at ordinary times, their mind is not in the classroom. They often do something unrelated to the subject in the classroom, such as reading idle books, sleeping, chatting, listening to songs, playing games, playing mobile phones, watching videos and mixing time. They do not participate in Teachers' interactive activities. Therefore, teachers only The teaching effect is poor because of the ability of self-directing and self-acting, self-playing and self-singing.

Character Characteristics

1. There is a sense of inferiority and self-abandonment

Some of the higher vocational students may study in Higher Vocational Colleges for various reasons, and a strong sense of inferiority will fall deep in their hearts, which will be hard to eliminate.
for a long time after entering the school, and they are prone to self-abandonment; another part may be because the foundation is too poor, leading to no self-trust in learning, and they are unwilling to learn, so they are self-abandoning.

2. Poor emotional management and self-regulation[3]

Although higher vocational students have not yet entered the society and live on campus, they will also face various pressures, such as from study, life, interpersonal communication, employment and other aspects. Some students will fluctuate in their emotions when facing these pressures, and some students will release all kinds of pressures through indulgence of funds, such as being addicted to online games all day long, and their ability of emotion management and self-regulation is not strong.


With the development of society, material conditions are becoming more and more favorable. In this era of Internet plus, various ways of thinking and habits collide with each other, and students' spiritual needs are becoming increasingly diverse. The way students look at problems also change. They are eager to be free and pursue.

The Necessity of Stratified Examination

1. Adapt to the characteristics of students

In recent years, in order to adapt to the characteristics of current higher vocational students, many experts and scholars have proposed to adopt "stratified teaching", many higher vocational colleges have also implemented stratified teaching, but the investigation and research of Oakes show that: ① stratified teaching is not conducive to the improvement of students' learning ability;② stratified teaching has an impact on interpersonal relationship and learning attitude; ③ stratified teaching The gap between students' learning ability is more and more serious; ④ "stratified teaching" is also useless for the improvement of learning ability of the whole school[5]. Moreover, although many higher vocational colleges have implemented stratified teaching, the reform of assessment system is not synchronous, and the examination form is still the same standard, which not only strikes some students who want to actively study, but also reduces the teaching effect[6].

With the large-scale expansion of higher education, the gap between the basic knowledge of the students admitted by higher vocational colleges is growing. Different levels of students adopt the same assessment and evaluation system, which can no longer adapt to the development of modern higher vocational education. Therefore, it is more suitable for students of different learning goals and levels to adopt the stratified examination.

2. Reflect the level of students

Due to the adoption of unified examination standards, some vocational students with poor foundation and learning ability can't pass the examination all the time. They lose confidence in learning slowly, lose initiative in learning, and have no goal in learning, which leads to worse and worse results, and even fail to reach the conditions for graduation, so they can't get the graduation certificate. This kind of examination method will attack the enthusiasm of students' study, especially for the students with poor foundation, which is not conducive to the overall development of students' quality. Through the layered examination, students of different learning levels choose the examination level suitable for their own level, reflecting the difference of students' learning ability[5].

3. Change the function of examination

Layered examination expands the function of examination and sublimates examination into a means to encourage students to study. First of all, the layered examination can show respect for students of different levels, and create an equal opportunity for students to have a successful learning experience. Layered examination can stimulate students' interest in learning, change their motivation for learning and cultivate their desire for learning. Therefore, layered examination is conducive to improving the effect of students' learning. The course layered examination is to establish different examination objectives according to the needs of students at different learning levels. This kind of examination aims to meet the needs of students at different learning abilities or at different learning levels. It is conducive to the overall development of students' quality by adopting different scoring
standards and different requirements. Through the layered examination, for students of different learning levels, as long as they have made efforts and completed the examination, they can get the grade corresponding to their learning ability or learning level, and all students can get the corresponding ability exercise. The implementation of stratified examination provides the opportunity for students with strong learning ability to show their skills, and for students with poor learning ability to experience the fun of learning success, which is conducive to the cultivation of students' self-confidence in learning and the development of students' personality. Secondly, the layered examination implements the layered examination, which is beneficial for students of different learning ability levels to obtain credits. Students don't have to worry too much about the problem that they can't pass the examination or get the graduation certificate, which can reduce the learning and psychological burden of students with poor learning ability and improve the learning effect of the course.

4. Innovative examination methods

With the development of higher vocational education, the current examination methods have not met the requirements of modern higher vocational education. The current evaluation method and examination system of students pay more attention to the results and ignore the process. The evaluation of students overemphasizes the students' learning achievements, some even only look at the learning achievements, which ignores the overall development and individual differences of students and seriously restricts the process of promoting quality education[7]. Layered examination pays attention to the learning process of students, and the examination result is not the only standard to evaluate the quality of students' study. Layered examination reform the examination method.

5. Promote the all-round development of students

The implementation of stratified examination can improve students' interest in learning and desire for knowledge, enhance students' self-esteem, self-confidence, and improve students' enthusiasm for learning. The layered examination is conducive to the improvement of students' professional ability. As a part of students' final performance, the practical skill test results promote the training of students' practical ability, which is conducive to the improvement of students' practical ability[8]. Stratified examination can promote the overall development of students.

Implementation Steps of Stratified Examination

Select Assessment Content

The courses offered by higher vocational colleges should adhere to the basic principles of "necessary, sufficient, sustainable development and meeting the needs of the post". Therefore, the assessment content of a course should pay attention to the following principle requirements:

1. Match assessment content with students' actual ability

   The difficulty of the assessment content is too high, beyond the students' learning level, too low, it is difficult to truly reflect the actual situation of students' learning, can not reflect the students' learning level, and lose the significance of the examination, so the selection of the assessment questions should match the existing level of students.

2. Connection between assessment content and professional activities

   The purpose of vocational education is to train high-quality and high skilled talents with strong professional and core abilities based on employment and ability, which requires the examination content to adapt to it, and the fundamental goal of vocational education can be achieved. The content of curriculum assessment in higher vocational colleges should not only consider the existing knowledge level of students, but also take into account the needs of students' professional development. Determining the content of curriculum assessment is the key to the implementation of hierarchical examination. Therefore, we should pay attention to the following three points in the assessment of basic courses: the first assessment should not be too difficult; the second assessment should cover a wide range; the third assessment should be closely related to the future professional activities of students, but not separated from this[9]. The main content of professional course assessment should be technical practice knowledge, which should be the key assessment content.
Examination Paper Design

The test paper is divided into three levels: A, B and C, which correspond to the three levels of high, medium and low respectively. Each level should be clear about the standard of questions. In addition to the basic knowledge and skills of the course, the level a test focuses on the ability of students to use the knowledge of the course to analyze practical problems and solve practical problems. The examination questions of level B focus on the assessment of basic knowledge and skills of the course, supplemented by the assessment of students' ability to analyze and solve problems by using the knowledge of the course. The C-level test questions only examine the basic knowledge and skills of the courses the students have learned. The types of questions include single choice, multiple choice, judgment, blank filling, noun explanation, short answer, question and answer, analysis and discussion, calculation, business, etc.

Method of Setting Questions

The grading examination paper must be issued according to the prescribed a, B and C levels. In order to avoid the problem that the examinees deviate from the standard, we can use many people to work out the questions, then according to the standard, we can combine several sets of examination questions, establish the examination question bank, and adjust the questions dynamically according to the update and change of the teaching content.

Assessment Method

The assessment method is divided into stages and sections, including process assessment and final assessment.

1. Process assessment

Process assessment is to assess the learning process. Its purpose is to understand the degree of students' mastery of certain knowledge points. Higher vocational students should pay attention to the learning process. If the learning process is not done well, the learning results will not be good, and the improvement of students' comprehensive quality cannot be guaranteed. Through the process assessment, students and teachers analyze the results, find problems and take measures in time, which is conducive to better achieve the teaching objectives.

2. Final assessment

The final examination refers to the examination conducted at the end of the semester, which is to assess whether the students meet the requirements of the teaching objectives of a course, and to make an overall value judgment on the students' studies.

Performance Evaluation

The comprehensive evaluation method is adopted for the performance evaluation, which includes the attendance rate of the students in class, the participation and interaction of the class, the quality of the homework, the process examination, the classroom performance, the team spirit and so on. Students' learning process is included in the scope of assessment, which not only assesses the results of students' learning, but also assesses the process of students' learning. Only taking the learning results and learning process as the final score of students, can students be evaluated comprehensively and objectively. Grade conversion criteria for participating in the examination papers at all levels: Grade A is 100% of the test paper grade; grade B is 80% of the test paper grade; grade C is 70% of the test paper grade, which not only reflects fairness and justice, but also reflects the energy of tailoring and taking what you need. In the comprehensive evaluation of students' learning achievements, each weight can be set by oneself to achieve the objective and fair evaluation of students' learning conditions.

Precautions for the Implementation of Stratified Examination

1. Publicity and explanation

The students who carry out the stratified test have a greater independent choice. Before the stratified test, the students choose the topic grade according to their own learning situation. Therefore,
in the process of grading, first of all, we should do a good job in publicity, so that students have a clear understanding of the requirements of each level, which is conducive to students' choice of the corresponding level, and also conducive to low-level students' efforts to the next level, so as to stimulate students' enthusiasm for learning. Secondly, we should pay attention to the explanation work, because the layered examination, on the one hand, should mobilize the learning enthusiasm of all students, on the other hand, it should not hurt the self-esteem of a small number of backward students, especially for the selection of low-level students, we should do a good job in ideological work, and try to reduce the negative feelings of inferiority.

2. Layered examination should be integrated into the whole teaching process

The function of curriculum assessment in higher vocational colleges is to promote learning and to form assessment. It is necessary to avoid the sudden examination at the end of the term, which should run through the whole process of learning.

Conclusion

This paper analyzes the characteristics of the current vocational students from three aspects: the characteristics of students, learning characteristics and personality characteristics, summarizes the necessity of the implementation of the stratified examination, and clearly puts forward the implementation steps of the stratified examination from five aspects: the selection of the stratified examination content, the design of the examination paper, the method of setting the questions, the assessment method and the evaluation of the scores, and finally puts forward the attention to the implementation of the stratified examination matter. Through the research of this paper, it has a certain guiding role in improving the learning effect of higher vocational students.

References


