Exploration and Practice of Students' Online Evaluation

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ABSTRACT. *Student evaluation is an important part of the teaching quality monitoring of colleges and universities. The ultimate goal is to improve the quality of teaching and train qualified personnel. The article analyzes the common problems in the process of online evaluation of local college students, and focuses on the online evaluation system and feedback mechanism. And applied to the Z-college students evaluation process, achieved a certain effect, reflecting the student-oriented teaching philosophy.*

KEYWORDS: *Higher education; Online evaluation; Evaluation system; Feedback mechanism*

1. Introduction

Teaching quality is the basis of the survival of colleges and universities, and the improvement of teachers' teaching level is the guarantee of teaching quality. Students are the participants and beneficiaries of the teacher's teaching activities, and have the most direct feelings about the teacher's teaching philosophy, teaching methods and teaching effects. Organizing students' evaluation of teaching can better enable students to participate in the teaching process, and more to reflect the educational concept of "taking students as the core". In the 1970s, student evaluation was received by the education community around the world. Introduced to China from the United States in the 1980s, it has taken root in China's colleges and universities, and it plays a very important role in the evaluation of college teachers in China.

2. The Process of Student Evaluation

Student evaluation has originated in the United States, and has been in modern history for more than 90 years. In the 1920s, student evaluation activities were mainly carried out at several important universities in the United States. In 1927, Putuo University compiled a standardized "Student Assessment Scale", which was recognized as the beginning of the student evaluation system. In the 1960s, according to a survey conducted by an authoritative educational institution in the

United States, about 65% of American colleges and universities had evaluation activities. In the 1980s, student evaluation has become an important part of the quality of teachers in most universities in Western countries.

Practice has proved that most experts recognize students' evaluation of teaching and believe that student evaluation plays a very important role in teaching management. The problem of students' evaluation of teaching is not only an important practical issue, but also an important theoretical issue. The development of evaluation theory is conducive to better improvement of the evaluation system. At present, the research on the evaluation theory of students in China focuses on the reliability and effectiveness of students' evaluation of teaching, the reasonable setting of the evaluation index system of students, the comparison of the evaluation system of students at home and abroad, and the discussion on the factors affecting evaluation. This paper focuses on the analysis of some problems existing in the evaluation process of local undergraduate college students, and puts forward suggestions for improvement. It was applied in the process of online evaluation of students in Z College, and achieved certain results for the reference of the corporation universities.

3. The Problem Faced by Online Evaluation

3.1 Increased Difficulty in Evaluation Organization

The difficulty of evaluation of educational organizations is accompanied by the transformation of Chinese education from "elite education" to "mass education". The enrollment scale of most undergraduate colleges is constantly expanding, and the number of majors from the past ten to the present is dozens. From thousands of people in the past to tens of thousands now, the organization of evaluation has become more and more complicated. Taking Z College as an example, the school always takes the revitalization of education as its own responsibility, cultivating talents as the center, insisting on the coordinated development of connotation and extension, and highlighting the teacher, applicability and locality. In 2002, there were less than 4,000 students before the promotion. Today, after the promotion, the number of students has reached more than 22,000, and there are more than 1,300 faculty members. Although the form of student evaluation is changed from the past manual to the current form of online evaluation. Facing different professions and different students, it is not realistic to organize and complete the evaluation of teaching by the Academic Affairs Office. In addition, before going to college, most of the students did not participate in the student evaluation activities; although there were notices issued by the schools, the evaluation of the secondary colleges mobilized, there are still some students lacking comments 2, some students are lazier and directly let others Instead of self-evaluation, I did not realize the importance of exercising my rights. After the evaluation system is opened, students can go online to evaluate in any place, which increases the uncertainty of the evaluation process.

3.2 The Online Evaluation System is Not Perfect

Through investigation, it is found that most of the college students' evaluation index system in Henan is generally formulated by the Academic Affairs Office, and a general classification is made for all the participating courses: general courses, experimental courses, computer classes, physical education classes. Foreign language classes, then formulate 4-6 primary indicators, on the basis of which 15-20 secondary indicators are formed. Each indicator has four grades: A (excellent, 90 points or more), B (good, 80 points - 89 points), C (qualified, 60 points - 79 points) D (unqualified, 60 points or less). When students are online on teaching, they use the account password to enter the evaluation interface, and follow the instructions to evaluate and finally form a quantitative score. Often, the results after evaluation are generally high. According to undergraduate teaching evaluation experts, some schools have an average score of more than 98 points, which is seriously divorced from the significance of evaluation.

4. Online Evaluation of Teaching Methods

4.1 Five Parties Participated in the Development of Online Evaluation System

The formulation of the evaluation system is a complex project. How to make the indicator system more reasonable. Science, simplicity and feasibility are the primary tasks of evaluation. Good evaluation indicators are an important guarantee for the effectiveness and reliability of students' evaluation. With the expansion of the undergraduate colleges, the role of the teaching and research section has become more and more important. The teaching and research section is the primary school teaching unit of the school. It is directly responsible to the teachers and undertakes important teaching and research tasks. The realization and promotion of teaching tasks depend on the normal operation of the teaching and research section. Z College attaches great importance to the construction of the teaching and research section, and many of its powers are gradually decentralized to the teaching and research section. The college has adopted the five-party combination criteria based on the teaching and research section for the construction of the evaluation index system: representatives of the Academic Affairs Office, representatives of the supervision team, representatives of professional students, representatives of department heads, and representatives of front-line teachers. The school unified the establishment of six indicators: teaching attitude, teaching content, teaching methods, teaching level, teaching methods, teaching management indicators. The setting of the secondary indicators is based on different majors and different courses.

For the formulation of the secondary indicators, the teaching and research section that undertakes the corresponding curriculum tasks is responsible for the completion. The supervisory representative is generally a retired teacher of the corresponding profession. He has a macro and in-depth understanding of the teaching process and provides guiding suggestions. The first-line teacher representative is the main performer of the current lecture. I am the witness of the

teaching. I have an absolute say in every aspect of teaching and can propose practical evaluation points. The student representatives are divided into two parts: the current student representatives and the main body of the evaluation. They can propose from their own perspectives, and combine their own needs and learning effects to present their own ideas. Students who are graduating, these students, they have already completed the talent training program. The main courses in the course have a comprehensive understanding of the curriculum system of the major, and have a horizontal comparison of the teachers used, which is conducive to the formulation of the secondary evaluation criteria. Teachers and students actively and effectively participate in the formulation of the indicator system, which can effectively avoid the occurrence of various evaluation problems. Participation allows teachers to feel the value and objectivity of the indicator system; participation makes students feel that the indicator system is more understandable and easier to operate, and the evaluation results can more accurately reflect the needs of students. The comprehensive and in-depth participation of students in the management of school education and teaching is also an important requirement for students to be the subject of education. It is conducive to the intimate exchanges between teachers and students, contributes to the improvement of teachers' teaching level, and ultimately promotes the progress of students and the cultivation of talents.

4.2 The Online Evaluation Process is Flexible

In principle, the evaluation time is placed after the mid-term teaching inspection, and the promotion of the importance of evaluation is strengthened before the evaluation. In order to enhance the evaluation effect, students have made a number of regulations in the educational management system: there is no evaluation of teaching results, students are not allowed to view the results after the examination, and students are not allowed to conduct online course selection, which mobilizes the enthusiasm of the students. It is a good guarantee for the rate of evaluation, so that students can truly appreciate that teaching is their own right, but also their own obligations. Statistics from the last two years show that the rate of evaluation of students in the school is above 98%.

The secondary colleges set their own time for evaluation, because the professions are different and the characteristics of the courses are different: some courses must be reviewed before they can be evaluated. Some courses can be evaluated without having to finish the course. In the teaching management system of the second-level college, after the teaching plan is completed, the teaching and evaluation department will open the evaluation system, and the department (department) will arrange the students to organize the unified evaluation of teaching in batches. Ask the instructor and counselor to go to the evaluation site to maintain order and answer doubts. Collective evaluation of teaching has reduced the phenomenon of evaluation and piracy; collective evaluation of teaching, and the formation of supervision among students. The results of the evaluation are more authentic.

4.3 Feedback Mechanism Diversity

The feedback of the evaluation results, the ultimate goal is to improve the quality of teaching and to cultivate talents with all-round development. The evaluation results are mainly analyzed and summarized by the secondary colleges and corresponding teaching and research sections. Teachers who have higher teaching evaluation scores and better student feedback are commended and organized members of the teaching and research section to attend classes to learn the strengths of others and maximize the maximum. Promote the improvement and improvement of teachers' teaching level. Teachers who have low evaluations of students and who have a large feedback from students, combined with other evaluation data, verify the accuracy of the results of students' evaluation. Make a practical improvement plan to help teachers make progress.

Open the web-side teacher browsing function, allowing teachers to view their own teaching data: their own scores and student opinions. Teachers objectively treat the results of evaluation and learn with humility, which is conducive to mobilizing the enthusiasm of teachers and stimulating their potential. The students are most concerned about how to improve the teaching level, the suggestions mentioned by the students in the evaluation process, the teaching units at all levels should master and improve in a comprehensive and accurate manner, and try to make the requirements of the students fall into practice. In order to improve the enthusiasm of students to evaluate teaching, schools must effectively improve the teaching quality of some teachers. After the evaluation, the college established an after-the-fact interpretation procedure for the evaluation of the results of the students' evaluation. The colleges write the final evaluation summary and feedback to students and teachers. Form a dynamic student evaluation system: put good suggestions or observation points in the evaluation system. Through the evaluation of teaching, the enthusiasm of teachers and the enthusiasm of students' learning are fully mobilized.

5. Conclusion

Teaching evaluation is a complex systematic project, and a more scientific evaluation system for students is conducive to students' better evaluation of teaching and ultimately promote the improvement of teaching quality. There are still many imperfections in the evaluation system that need to be changed: how to make the evaluation data more realistic to reflect the teaching situation; in the evaluation index system, different professions, how to set more reasonable indicator weights; how to evaluate the feedback mechanism It is more effective to promote the overall teaching level of young teachers; it is worthwhile to discuss the factors of students' "learning" in the second-level indicator system.

Acknowledgments

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