

Present Situation and Improvement of PE Teaching Evaluation in Colleges and Universities

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Abstract: This paper briefly analyzes the present situation of college physical education evaluation, and on this basis, puts forward some targeted improvement strategies for the existing problems of college physical education evaluation, such as expanding the evaluation subject and evaluation mode, optimizing and adjusting the evaluation content, and constructing perfect guarantee and feedback mechanism, aiming at promoting the upgrading of college physical education evaluation.

1. Introduction

Physical education plays an important role in higher education, especially in cultivating students' lifelong physical education ability. In order to ensure the smooth development of college physical education and teaching reform, teaching evaluation is an inevitable choice. As far as the current situation is concerned, there are still some problems in the evaluation of college physical education, which need to be optimized and improved to ensure the scientific and comprehensive evaluation results of college physical education.

2. The Status Quo Analysis of College Physical Education Evaluation

2.1 The Evaluation Subject and Evaluation Model Are Relatively Single

At the present stage, the evaluation of physical education in colleges and universities still has the problem that the evaluation subject and evaluation mode are too single. From the perspective of teacher evaluation, we mainly take the competent personnel and students as the evaluation subjects, and complete the relevant teacher evaluation by combining student evaluation and superior evaluation to subordinate evaluation [1]. In this process, the mutual evaluation and self-evaluation of PE teachers in colleges and universities are too neglected. From the perspective of student evaluation, college physical education teachers are mainly regarded as the evaluation subject, and the higher level (physical education teachers) evaluate the lower level (students). In this process, students' self-evaluation is too neglected.

2.2 The Evaluation Content Is Simple and Vague

In the actual teaching evaluation, too much attention is paid to the result evaluation, while less attention is paid to the process evaluation, which makes it impossible to determine the progress of students in each stage of learning. At the same time, from the perspective of student evaluation, the set evaluation index is not clear. Although the daily evaluation is combined with the final assessment, the final scoring standard is still unclear and too vague, which leads to the decline of objectivity, accuracy and scientificity of evaluation. From the perspective of teacher evaluation, there is also the problem of incomplete setting of evaluation indicators, which needs to be optimized and adjusted.

2.3 The Guarantee and Feedback Mechanism Is Not Perfect

As far as the current situation is concerned, although the evaluation results will be fed back to the students after completing the evaluation of physical education in colleges and universities, the feedback is generally the students' evaluation results, that is, the final scores of physical education subjects and other related information, but it is difficult for students to clearly grasp the teacher

evaluation results. In other words, colleges and universities have not publicized the comprehensive results of teaching evaluation to students, which can not provide reference for students' subsequent course selection operation. At this time, the feedback function of college physical education evaluation can not be brought into full play, and both students and physical education teachers are out of the evaluation system, which leads to the evaluation of college physical education becoming a mere formality.

3. The Improvement Strategy of College Physical Education Evaluation

3.1 To Expand the Evaluation Subject and Evaluation Model

3.1.1 Expand the Scope of Teaching Evaluation Subjects

The evaluation of college physical education should be consistent with the development trend of teaching reform. It is necessary to further expand the scope of evaluation subjects and promote the upgrading of college physical education evaluation. In the current physical education in colleges and universities, we mainly adhere to the principle of student-centered, so we should fully respect students' views in teaching evaluation and include students in the evaluation subject. At the same time, in order to ensure the comprehensiveness and authenticity of the evaluation results, teachers should be extended to the evaluation subjects. From the aspect of teacher evaluation, in practice, teachers' self-evaluation and mutual evaluation should be introduced on the basis of retaining the existing evaluation methods of combining students' evaluation and superior evaluation with subordinate evaluation, so as to promote the perfection of teachers' teaching evaluation. At this time, the proportion of students' evaluation can be appropriately increased to ensure the authenticity of teachers' evaluation. From the aspect of students' evaluation, students' self-evaluation or mutual evaluation should be introduced on the basis of retaining the existing teachers' evaluation, so as to achieve the goal of improving the efficiency of students' physical education learning, further maintain the authenticity of students' evaluation results and reflect the progress of students with different physical education levels in different periods [2].

3.1.2 Pay Attention to the Diversification of Evaluation Models

Firstly, combining process evaluation with result evaluation. On the basis of retaining the result evaluation (physical examination, etc.), we should pay more attention to the evaluation of daily learning and refine its evaluation criteria. At the same time, the final evaluation result is formed by the process evaluation and the result evaluation, which improves the comprehensiveness of college physical education evaluation.

Secondly, combining qualitative evaluation with quantitative evaluation. Quantifying all the evaluation indexes by weight setting and importance comparison, and conducting qualitative analysis again to realize the combination of qualitative evaluation and quantitative evaluation.

Thirdly, combining difference evaluation with absolute evaluation. Relying on the construction of students' exclusive personal learning files, we can complete the difference evaluation, respect the individual differences of students, and evaluate the progress of students with different sports levels in different periods. Basic information such as knowledge level, professional skills and physical fitness are selected as evaluation points, and the evaluation criteria of all factors are consistent.

3.2 Optimize and Adjusting the Evaluation Content

3.2.1 Paying Attention to the Evaluation of Students' Lifelong Sports Ability

In the current physical education in colleges and universities, it is required to cultivate students' lifelong physical ability. Therefore, teachers should incorporate the corresponding contents into the teaching evaluation system, and evaluate students' training consciousness, sports skills and physical quality.

3.2.2 Adjusting the Teaching Evaluation Index System

In setting the teaching evaluation index system, we should pay attention to the combination of

process evaluation and result evaluation, and introduce the method of qualitative and quantitative comprehensive evaluation. In setting the teaching evaluation system of physical education teachers in colleges and universities, it is necessary to set up three first-class indicators: teaching preparation, teaching process and teaching effect; and Set up the secondary evaluation indexes such as pre-class preparation, lesson plan preparation, teaching etiquette, classroom routine, teaching attitude, teaching organization, teaching method, teaching content, exercise load, classroom atmosphere, sports skills, training consciousness, physical fitness and basic knowledge of sports theory.

In setting the evaluation system of students' physical education teaching, it is necessary to set up three first-class indicators: learning preparation, learning process and learning effect, and set up the secondary evaluation indexes, such as preparation before class, teaching etiquette, classroom routine, learning attitude, showing cooperation spirit with kindness, classroom atmosphere, training consciousness, sports skills, physical quality, mental health and basic knowledge of sports theory.

3.2.3 To Build a Sound Guarantee and Feedback Mechanism

Combined with the above analysis, we can know that in the current evaluation of physical education in colleges and universities, there are problems of imperfect guarantee and feedback mechanism. In view of this situation, colleges and universities should give full play to the role of information technology and internet, and publicize the evaluation results in time after the completion of teaching evaluation. In practice, students participate in teacher evaluation, and combine the results of superior evaluation, teacher mutual evaluation and teacher self-evaluation to form a comprehensive teaching evaluation result of college physical education teachers; and publicize the corresponding evaluation dismissal in the campus network. Students can obtain the assessment results and historical evaluation results of corresponding teachers by logging in to the campus network and using keywords such as major, subject and name to complete the course selection. At the same time, the corresponding evaluation results should be transmitted to the teacher login module in time to ensure that teachers can accurately understand the evaluation results, realize the update and adjustment of the content and form of physical education teaching, and give full play to the role of teaching evaluation in college physical education.

4. Conclusion

To sum up, at this stage, there are still some problems in the evaluation of college physical education, which need to be optimized and improved. On the basis of clarifying the existing problems, the scientific and comprehensive evaluation of physical education in colleges and universities has been improved by expanding the scope of teaching evaluation subjects, attaching importance to the diversification of evaluation models, paying attention to the evaluation of students' lifelong physical education ability, adjusting the teaching evaluation index system and constructing a perfect guarantee and feedback mechanism.

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