

Analysis on Factors Affecting Academic Assessment of Higher Vocational Students based on Diversified Students and the Reflections on Its Reform Direction

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Abstract: Academic evaluation is a necessary link of the teaching process and also an aspect of the teaching reform of the course. In the background of present teaching reform, the reform of academic evaluation is an inevitable link of the teaching reform. This paper mainly analyses the problems of the academic evaluation of the students in vocational college. It analyses the factors that have influence on the academic evaluation based on the diversified enrollment, especially from the aspects of students, teachers, management and society, pointing out the reform thinking needs to be carried out on many aspects such as evaluation system, evaluation patterns, and evaluated subjects to lay the researching foundation of the building of the subsequent comprehensive evaluation system.

1. Introduction

Academic assessment is an important part of teaching. It is not only a way to consider students' learning situation, but also a method to examine teachers' teaching level. Therefore, it is a key link in teaching management. At present, the enrollment situation of higher vocational education is more severe, the forms of enrollment in schools are more and more diversified, and the students of higher vocational colleges tend to be diversified. Taking the enrollment status of higher vocational colleges in Jiangsu as an example, the enrollment level is mainly: enrollment of ordinary high school graduates. Ordinary high school registered enrollment, independent independent enrollment in advance, secondary enrollment in secondary vocational school, enrollment in secondary vocational school, and enrollment in middle and high vocational divisions (such as "3+3" segmentation of secondary and higher vocational education, secondary vocational and general undergraduate" 3+4" segmentation training), higher vocational undergraduate segmentation (joint) training enrollment (such as "3+2" higher vocational and undergraduate segment training, "0+4" higher vocational and undergraduate joint training). Under the background of diversified students, the quality of students is uneven, and the overall quality of students has declined, which has seriously affected the improvement of teaching quality and effectiveness.

2. The inevitability of the reform of academic assessment for higher vocational students

Higher vocational education is an important part of the education system and an important pillar of modernization. Therefore, higher vocational education must serve the development of society, serve the national economy, and serve the local economy. At present, the Chinese economy is undergoing a period of transformation and development, the industrial structure is being adjusted, and the mode of production is also changing. This puts higher demands on higher vocational education.

In order to enhance the social attractiveness of higher vocational education and improve the quality of higher vocational education, higher vocational colleges actively advocate teaching reform. The reform of talent training mode, teaching mode and academic assessment mode has become the focus of teaching reform. Higher vocational colleges' evaluation of post-internship, school-enterprise cooperation, order training, skill appraisal, credit system, stratified teaching, case-based teaching, process learning, action-oriented, process evaluation and outcome evaluation,

students The main body of teachers and other forms of teaching reform exploration, [1] requires students to be more scientific and accurate academic assessment.

3. A brief analysis of the academic assessment of higher vocational students

Academic assessment is an essential part of teaching and an aspect of curriculum reform. Under the current background of teaching reform, academic assessment reform is an inevitable link of teaching reform. The so-called academic assessment, the author believes that not only refers to the simple test, but the assessment of the student's professional ability and comprehensive quality as the focus, its content includes the assessment criteria, assessment content, assessment methods and examination system.

At present, there are many problems in the academic appraisal of higher vocational students, mainly as follows: First, the model method is single. All the different types of students have adopted the closed-volume or open-book examination as the main method, and the assessment method lacks scientific and rationality. Second, the content lacks scientificity. The assessment is based on the theoretical content, that is, the content of knowledge, which cannot reflect the practical ability, professional ability and comprehensive quality of higher vocational students. Third, the evaluation subject is single, and the academic assessment is still based on the teacher. The enterprise master is basically not involved in the assessment, especially the internship and training courses. The traditional assessment methods are still the main methods, which can not reflect the students' professional ability. Fourth, the results are evaluated mainly, and the process evaluation is neglected. The academic assessment is still carried out in the form of "one volume of results". The evaluation in the process of learning and teaching is lacking, which can not reflect the level of students' knowledge, ability and quality.

4. Analysis of the influencing factors of academic assessment of higher vocational students

Under the background of the diversification of students in higher vocational colleges, the contradiction between the traditional academic assessment methods and the diversification of student needs in the process of teaching management is becoming more and more obvious. The enthusiasm and initiative of students' learning are frustrated, and the teacher's teaching is burned out, forcing Teaching and curriculum reform in higher vocational colleges. The purpose of this paper is to analyze the influencing factors of academic assessment of higher vocational students, lay a research foundation for the establishment of follow-up comprehensive evaluation system, and provide guarantee for improving the quality of education and teaching.

Under the background of diversified students, higher vocational colleges enrollment not only have ordinary high school graduates, but also secondary vocational graduates. The students' foundations are uneven, and their learning attitudes and learning methods are different. At the same time, these students are in basic education. The stage does not develop good study habits. For example, in the traditional classroom teaching, that is, "teacher teaching, student listening", the classroom teaching is boring, the classroom teaching effect is general, and the knowledge acquired by the students is bound to be very limited, and the academic assessment Still taking the traditional "one test paper" form, it will not be able to reflect the actual situation of students' knowledge, ability and quality.

At present, most of the teachers in higher vocational colleges are "academic" teachers from school to school. Although there are "double-teacher" recognition standards, the influence of the receptor mechanism is actually a skilled craftsman who has introduced from the enterprise. "There are not many teachers of quality. Due to the limited level of teachers themselves, they are accustomed to taking the textbooks, often holding books and teaching knowledge, can not really improve the students' ability and quality, especially professionalism and comprehensive ability. In addition, the habit of long-term development has formed a burnout, inertia in teaching reform, and often unwilling to carry out reforms.

Academic assessment is part of the regular management of teaching management. For a long

time, for the so-called standardized management, the management department has formulated a unified examination management system. Regardless of the enrollment level students, the talent training programs are basically the same, the professors' courses are basically the same, and the methods of academic assessment are basically the same, basically closed. The examination is mainly based on the open-book examination, which does not reflect well the basic situation of knowledge, ability and quality of students at all enrollment levels. In the long run, the management department has no innovative academic assessment methods. It always uses traditional assessment forms to organize examinations for students at different levels. Although it seems to be standardized, it is actually very unscientific and does not meet the requirements for talent training.

In the context of school-enterprise cooperation, the participation of enterprises in society in teaching is an inevitable form. However, for a long time, influenced by traditional thoughts, it is considered that the school is a unilateral matter of the school and has nothing to do with the enterprise, so few enterprises participate in the teaching. Higher vocational colleges that train high-quality and high-skilled talents with all-round development of moral, intellectual, and artistic work require enterprises to participate in teaching, especially the organization of internships and training programs. Enterprises as the other party's main body are in the same important role as schools. However, the reality is not satisfactory. Because enterprises simply pursue realistic interests and do not see the long-term significance of talent cultivation for enterprises, few enterprises are willing or actively participating in school teaching activities, resulting in a single subject of academic assessment. Respond to the actual situation of the student.

5. The reform direction of higher vocational students' academic assessment

Higher vocational colleges that train high-quality and high-skilled talents as a school-oriented orientation should make efforts in the aspects of assessment system, assessment form, and assessment subject, and conduct a series of reforms and explorations.

Higher vocational colleges should combine their own actual conditions, formulate quality standards for academic assessment, and promulgate a series of related documents, such as examination management system, student status management methods, credit system management methods, quality standards for each teaching link, internship management methods, and graduation design. Management methods, centralized practice links management methods, etc., in various documents, formulate methods and methods that are compatible with academic assessment, establish a sound evaluation method and strict operational procedures, combine qualitative and quantitative, and comprehensively reflect the effectiveness of each teaching link. Standardize academic assessment from the system.

The traditional closed-book written test is not the only form of assessment. Higher vocational colleges should strengthen the examination and reform of the university industry, flexibly use various forms of assessment, and combine with each other to complement each other. In order to make academic assessment truly play its role, higher vocational colleges should improve the syllabus according to the training objectives, establish an examination syllabus, test questions database, clarify the content, standards and methods of assessment and evaluation, standardize the feedback mechanism of examination information, and enhance the transparency of assessment. Strengthen the positive impact of the assessment. [2] At the same time, the vocational qualification examination must be included in the academic assessment as an important way of academic assessment. For theoretically strong courses, such as public courses, you can pass the closed-book or open-book examination form, supplemented by the oral test form, and close the combination of the volume. The test paper should increase the proportion of open test questions and reduce the knowledge of rote learning. The proportion of sexual test questions; for practical courses, such as professional basic courses, professional courses and concentrated practice, role play, class discussion, case analysis, special research report, questionnaire survey, project involvement, self-evaluation and mutual evaluation, team Activities, large-scale operations, experimental operations, results reporting, and defenses are used to conduct evaluations. [2]

The cultivation of high-quality and high-skilled personnel is a long-term training process that

runs through the whole process of learning and teaching. As an important teaching activity and learning process, academic assessment should reform the simple examination evaluation method into a comprehensive evaluation method, which can take students' classroom attendance, classroom learning performance, classroom or after-school operation, extracurricular self-study, and internal and external practice activities. The comprehensive examination of the project, as an important basis for the student's academic assessment, increases the proportion of the usual grades in the academic assessment, and increases the content of the phased examinations, thus changing the situation of "one test score". [3]

With the continuous deepening of teaching reform, the degree of social participation in teaching should be higher and higher. In this context, the teaching subject has changed from a single teacher subject to a teacher, student and enterprise. Therefore, the subject of academic assessment has become more diversified, and teachers, students and enterprise masters have participated in the academic assessment, which is more important for academic assessment. Scientific and rational. In addition to the traditional evaluation of examination methods, student evaluation includes self-evaluation, student mutual evaluation, group evaluation and other forms, and enterprise evaluation mainly shows in the evaluation of courses such as internship and training, all members participate in evaluation and evaluation, thus truly changing the traditional Assessment and evaluation mode.

6. Conclusion

In short, to improve the academic evaluation system for higher vocational students is of decisive role in improving students' quality and ability. It is necessary to work hard in the system to establish a set of academic assessment rating system to promote the sustainable development of teaching, and constantly improve and perfect in practice.

References

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