

Study on the Transformation Path of College Students' Evaluation of Teaching from Distortion to Regression

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Abstract: In recent years, China's emphasis on education has been continuously improved, and evaluation as an indispensable part of the development of education and teaching needs to be valued by schools and students. No matter how effective the effect is on students and teachers, it cannot be ignored. The main role of evaluation is an important basis for the assessment of teachers, but there are still many problems and deficiencies in the specific implementation process. Although China's research on the evaluation system of students is deepening, there are still some defects. The main purpose of the school's evaluation policy is to reflect the actual situation of the teacher's teaching. Therefore, this paper mainly discusses the transition from the perspective of distortion to the return to the true meaning of college students' evaluation of teaching, and also hopes to play an effective role.

1. Introduction

As the level of education continues to develop, so does the demand for teachers, so students' evaluation of teachers has become more and more important. The content of teaching evaluation is mainly the activities of students evaluating the classroom attendance rate, teaching quality and teaching effect of teachers, including the effects, processes, methods and organization management of students' evaluation. Teaching evaluation was formed in the United States in the 1920s. Since the discovery of teaching evaluation, it has become one of the main means of evaluating the quality of teaching in the education sector. However, the colleges and universities in China started relatively late in teaching evaluation, but after continuous promotion in China, their development speed is obviously faster. At present, most colleges and universities have also used this as an important basis for appraisal teachers.

2. The significance and value of college students' evaluation of teaching

2.1 Assessment can provide decision-making basis for the reform of education and teaching

The quality assessment of teachers' teaching is an important means to improve the quality of teaching. The major schools support the attitude of education evaluation, and in the process of actual application, students are the main representative. The teacher's assessment of teaching can truly reflect the problems in teaching methods. If the problems collected can be implemented and developed, it can promote the quality of teaching, and understand the significance of teachers and teaching activities for personnel, education and management departments. To a certain extent, it can effectively guide students to choose courses, formulate study plans, and provide suggestions for the school's original teaching programs to better develop teaching.^[1]

2.2 Assessment is conducive to the improvement of teaching, research and teaching management

In this teaching process, the teacher's teaching quality has always been an important means to test the teaching objectives and teaching effects, so it is necessary to play a practical role in order to achieve the significance of the original evaluation. For example, in teaching, research, teaching reform, and the continuous improvement of teaching management, it can play a positive role, and

these matters can be improved through evaluation. The evaluation is mainly to provide feedback on the teacher's teaching quality assessment in a timely manner, to grasp the teaching situation and teaching information in real time, and to analyze and summarize the evaluation teaching, so that the teachers can find out their own shortcomings in teaching. Therefore, the teaching behavior and teaching activities can be adjusted in the teaching life in the future, and the students' evaluation of themselves can be used as a driving force to continuously strengthen their teaching ability.

3. The development of evaluation of teaching in Chinese universities

China began to use the evaluation system mainly in the mid-1980s, and began to formally apply it to teaching in China. Later, some professional scholars have conducted many studies on evaluation. After a long period of trials, the scope of application of teaching evaluation in China is also expanding, and the results obtained are also recognized by the society. Based on this premise, we have adopted an empirical research method. The author recently used a sampling method to evaluate 1,000 students in a university and collected 756 questionnaires. A survey of the actual role of evaluation. Mainly in the following aspects:

3.1 Distortion caused by students' emphasis on evaluation activities

The question chosen is “Do you think it is necessary to carry out student evaluation activities?” In this question, 91% of people think “very necessary” or “necessary”, but 9.2% of the people think it is “not necessary”. “There are even 11% of people who have a big misunderstanding about the existence of teaching evaluation. It is simply that there is a big disagreement about evaluation.

3.2 Students are distorted by the degree of participation in evaluation

Table 1 Behavioral performance of students on evaluation activities

Attitudes towards the activities organized by the school					
gender	participate actively	Let the students fill in	random	Unwilling	Effective margin
male	168	18	44	9	239
Female	356	42	64	5	467
Effective result	521	60	108	14	703

Through the above Table, we can see that the proportion of the three kinds of evaluation behaviors such as “letting students fill in”, “casual” and “unwilling” is as high as 26%, and to some extent, any of these three situations It is possible that there will be distortions in the evaluation.

3.3 Distortion based on the impression or the mood of the score

In order to better understand the attitude of college students towards teaching, we opened 756 questionnaires to the outside world. After analysis, 72% of the students were assessed after “reading the standards carefully” or “based on lectures”. The situation is scored; however, at the same time, 12% of the students are scored according to the “Impression”. If the impression of the teacher is deep, the score will be higher. If you encounter a teacher who is not familiar with it, you will be free to score; There are also some students who scored their own moods. In the survey report, 9% of the students scored with their mood. In the entire survey report, the ratio based on mood scored accounted for 20%.^[2]

3.4 Distortion caused by different evaluations of courses of different natures and types

According to the actual statistics, the author found that the high scores of the scores are mainly distributed in professional courses, the percentage is up to 38%, and some of the higher ones are mainly in some practical courses, the percentage has reached 27 %; and some theoretical courses, basic courses, academic courses, and electives, compulsory courses, etc., the scores and proportions of the relevant courses with more theoretical knowledge are relatively low, the average is 6%. In the

actual university study process, professional courses as a skill of their own, of course, must give a certain degree of importance, it is very common to give high scores to the instructors; the high score of the practical courses is mainly because the whole course is studied. Down, my mood is very relaxed, so there is a high score; and the corresponding low-scoring course is mainly because of the boring nature of the course itself, students can not afford the motivation to learn, naturally the score of the course will not be too high.^[3]

3.5 Distortion caused by different evaluations of teachers

Table 2 Teacher's preferred teacher type Table

Teacher type	Number of people	percentage (%)
Young and handsome	247	35.6
High position, famous	228	30.4
High quality, responsible	682	91.6
Good to get along with	677	90.7
Not very demanding	73	10.2
Strict requirements	234	31.9
Comparative perfunctory	29	4.2
The teacher made the students praise	13	1.5

According to the information in Table 2, the scores matched by the high-quality and responsible teachers in the students' minds are very high, and the percentage is also 91.6%. The teachers who are good at getting along with each other are also relatively high. The percentage is also up to 90.7%. From this Table, it can be seen that the teacher's teaching level is very impressive as long as he has a certain degree of professionalism and superior character. Not only can the students learn the good quality of the teacher. It can also play a role in learning at the same time and promote mutual learning between teachers. Of course, for those teachers who are very strict with students, they do not get high scores in front of the students, so they get the "strict" factor and become a hindrance for teachers to get high scores.

4. Analysis of the Causes of College Students' Evaluation of Teaching Distortion

4.1 Cognitive distortion

The main manifestation is that there is an error in the basic understanding of the purpose of the evaluation, teachers, courses, and so on. The formation of this kind of error is mainly caused by the school's lack of positive guidance on students' evaluation of teaching. It does not make students realize the significance of evaluation, although there will be various strange answers in the process of evaluation. There is no correct evaluation guidance for it. Therefore, the school should still set relevant standards, so that students can try their best to evaluate the evaluation activities.

4.2 Effective distortion

In the evaluation of the university's teaching evaluation, the time for general evaluation is at the end of the period. The time is too concentrated. After the students evaluate the teaching, the teachers will be able to see the evaluation results in the new semester. When the teachers improve the problem. At the time the students have been renewed, the advice received is not very applicable in the new class. If the form of evaluation has always been in this form, then evaluation has lost its authenticity in terms of effectiveness.

4.3 Channel distortion

Students' evaluation programs are generally formulated by the Academic Affairs Office. The academic and departmental academic management personnel are solely responsible for the feedback; the feedback on the student's evaluation results will be given to the college leaders and the teachers themselves, ignoring the process. The direct communication between the teacher and the student,

and the feedback of the structure did not give feedback. Even if the results are reflected in the class, they will be ignored by the students. The feedback process of the whole evaluation is not direct enough, and it is easy to have some small problems in the process of transmission.

5. College students' evaluation of the path from distortion to return to reality

5.1 The change of college students before teaching

First of all, establish the concept of developmental evaluation of teaching; in the past evaluations, it pays more attention to the screening and selection functions in the evaluation process, ignoring the orientation and diagnostic function of evaluation, and only one of them refers to the evaluation knowledge to identify the teacher's performance. The simple and single utilitarian evaluation makes students have a big error in evaluation. Therefore, in order to change such a status quo, it is necessary to truly exert the dynamic incentive effect of teachers and truly realize the role of "promoting education through evaluation". To get out of the original model evaluation, it is necessary to establish a developmental teaching evaluation concept, and to promote the future development of teachers, so that students' evaluation and teacher self-evaluation can be combined to achieve the meaning of evaluation.^[4]

Secondly, the establishment of scientific evaluation objectives; based on the status quo of evaluation, the school has not established an authoritative evaluation system for teaching evaluation. Schools should use scientific evaluation goals, mainly from the teaching quality of teachers, and the scope of teaching quality is relatively broad, mainly from teaching attitudes, teaching content, teaching methods, teaching methods, language expression and classroom organization. Evaluation of teaching effects and other aspects to develop scientific evaluation goals. Try to avoid the indicators that make it difficult for students to evaluate, so that students have a clear idea when conducting evaluations. Of course, the most important thing to note is that there must be a scientific determination method, which is adjusted according to the degree of influence, and finally forms a scientific evaluation index.

5.2 Correction in the process of evaluation of college students

In order to reduce the error in the process of evaluation, it is necessary to evaluate and monitor it. The first level is the supervision of the teaching quality and management mechanism. The relevant personnel involved are the principals, the principals, the school teaching and steering committee, the school teaching supervision group and the academic affairs office. The supervision is mainly responsible for the organization and adjustment of the evaluation work of the whole school students; the second level is mainly the supervision of the teaching work, and the feedback of the evaluation information to the corresponding teachers; the third level, mainly in the students On the body, the student as the executor of the event must return to the process of evaluation.^[5]

5.3 Correction of the results of evaluation of college students

Supervision and evaluation; for the supervision, not only limited to the school leaders and related teaching teachers, but also to this way to other teachers, so that all members of the evaluation of the evaluation of the true nature of the evaluation, in which The main directions of the evaluation are the work attitude, the teaching archives, the quality of the graduation thesis, the reform of the teaching model, and its own academic research.

Peer-reviewing; the main method for peer review is to arrange lectures with each other, and the form of lectures is mainly to use the lectures, and after class, discuss with the teachers and evaluate them. Teaching methods can be more comprehensive. To a certain extent, it is also possible to make reasonable corrections for the evaluation of students and reduce the occurrence of distortions in evaluation.

Teacher self-evaluation; to strengthen the teacher's understanding of himself, in the past evaluation mode, the teacher has always been in a passive state. However, the actual situation is that the improvement of the teaching level of oneself depends mainly on the teacher's correct

understanding and evaluation of the self. Therefore, the teacher should actively evaluate and think about his work, correct the bad places in time, and let his work mentality be in a peaceful state of mind. In this way, to a certain extent, it avoids the distortion of college students' evaluation of teaching, and can also improve the real implementation of teaching quality.^[6]

6. Conclusion

In summary, in the whole process of learning, evaluation as an important part can promote the internationalization of China's education level, but as far as the actual situation is concerned, China still lacks in the evaluation system. The role of evaluation of teaching can not truly reflect the teacher's teaching situation. Based on such a phenomenon, a more specific analysis was carried out in this study. And summed up, in order to play the role of students' evaluation of teaching, schools and students must fully realize the importance and enthusiasm of evaluation, and maintain an objective and true attitude in the evaluation. Only by changing the teaching evaluation from distortion to return to reality can the evaluation of teaching be able to exert its own practical significance, thus promoting the improvement of the teaching level of Chinese universities.

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