

Innovation of Teaching Assessment Model for Tourism Management Major Courses

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Abstract: Aiming at the problems existing in the examination of the practical course of tourism management in applied undergraduate colleges, based on changing the mode of "heavy theory and light practice" in traditional practice teaching, this paper discusses the relatively independent practice teaching system of practical courses in tourism management and its curriculum formation. The reform idea of sexual assessment, puts forward the formative assessment system of curriculum theory and the formal formation assessment system and its assessment implementation method.

1. Introduction

"Taking notes in class, taking notes in class, taking notes in exams, and forgetting all after the test." This is a very common phenomenon in colleges. The existence of such a temporary "camp" is because of the long-term Class-level schools have a test-oriented education, paying attention to summative evaluation, ignoring formative evaluation. Teachers teach for the test, students learn for the test, the ability of the human brain to store knowledge, rather than the ability of the human brain to use knowledge. At present, the higher education examinations still have excessive attention to summative evaluation, which weakens the normal function of examination function and the realization of educational goals to a certain extent, which not only affects the quality of higher education, but also affects the majority of students. Learning enthusiasm hinders the cultivation of high-quality talents and innovative talents. The so-called formative assessment refers to the comprehensive assessment of the learner's learning process, which is a phased assessment of the learner's curriculum learning outcomes, and is for learners. The phased test of learning objectives is an important part of the curriculum assessment. The tourism management profession is a practical and strong professional. And practical teaching links, such as "front office and room service management", "catering service and management", "physical training and etiquette", "conservation service and bar training", "tourism photography", "tourism public relations", etc. Courses, many knowledge points, practical and difficult to evaluate. Teaching practice proves that it is difficult to fully evaluate the students' mastery of the course by a test paper or a practical (training) report at the end of the course. Therefore, Introducing formative assessment in the practical course of tourism management, on the one hand, it can scientifically evaluate students' learning effects, promote students' independent learning, and improve students' comprehensive quality and ability; on the other hand, it can effectively avoid the disconnection of teaching practice and urge teachers to "double" Teacher-type "teacher transformation. Compared with the theoretical assessment model, practice assessment not only focuses on results, but also pays more attention to process, technology and quality assessment. With the continuous deepening of teaching reform, the practice teaching reform has been further deepened, and the reform of practical teaching assessment, It has become one of the important contents of practical teaching reform. Therefore, practical teaching as an application type An important part of tourism management major scientific institutions teaching system, establish a set of standardized practice more scientific assessment methods, and of great significance to improve the quality of teaching practice, to promote quality education.

2. Problems in the current assessment methods of the practical course of tourism management

Many school practice courses have a small proportion of the results of the whole course.

Whether it is teachers or students, the emphasis on practical courses is generally poor. Lack of systematic assessment methods and management mechanisms are relatively loose. Strong arbitrariness, lack of stability and fairness.

At present, the assessment criteria and methods of the major are due to a stylized model, that is, after the teacher is hired to teach a certain course of the major, the "semester teaching plan" is the main line, and the "teaching schedule" formulated by the school is filled in. Outline the teaching objectives and tasks of the course, list the textbooks and reference books used, the total hours of the syllabus and the planning week, and finally complete the teaching progress according to the weekly plan. Due to the stylized management mode, teachers are mostly stuck in the traditional Theoretical teaching methods and methods rarely consider the content of practice teaching and examination form separately. Knowledge transfer is still the way of talent training. The assessment of theoretical knowledge points is the main content of the examination. The ability to apply, analyze and solve problems is still not verified. The existing practice courses have a single assessment method. The professional examination mode has long been a pen test paper for teachers with various questions. The students complete the closed-book written test within the specified time. Even if there is a skill test, it is only to extract a certain item. The content of the exam, the teacher scored according to the student's operation.

3. Thoughts on Formative Assessment Reform of Tourism Management Professional Practice Courses

The focus of the reform of the assessment method of the practical course of tourism management should be the design and update of practical content, the improvement of practical teaching methods and the practice organization and management. The practical course teaching of the applied management undergraduate colleges usually includes theoretical teaching and practice. Two parts of teaching. For example, the "Catering Management and Service" course includes two parts of the theory of catering management and catering service. The practical course of tourism management should be based on the characteristics of the subject, and the content of the theoretical teaching and practical teaching content should be thoroughly Separate and construct a relatively independent practical curriculum practice teaching system, aiming at cultivating innovative tourism talents, organizing practical teaching content with experiments and training projects, setting up separate courses for practical teaching, and independently assessing to master professional skills and Focusing on practical ability, changing the mode of "heavy theory and light practice" in traditional practice teaching.

Based on the above reform ideas, the author takes Sanming College as an example, combined with years of practical course teaching experience, to construct a formative assessment system for the theory and practice curriculum of tourism management. The construction idea is: combination of process assessment and results assessment; Encourage, increase the usual assessment weight; pay attention to the diversification of assessment forms. This idea is mainly to increase the weight of the usual assessment results, strengthen the process management, process incentives for students; pay attention to various assessment forms in the teaching process, make learning Comprehensive evaluation of the effect. The evaluation content and methods fully highlight the application of knowledge and the mastery of practical operation skills, avoid the problem of "high scores and low energy", and combine the formative examination with the summative examination. The characteristics of the application are equal to the practice, the assessment system is divided into two.

The theoretical formative assessment system consists of extracurricular assignments, classroom assessments and final exams. The results of four extracurricular assignments will account for 20% of the total grades. Class participation includes case discussions, classroom questions, classroom discipline, and total scores. 30%, the final exam is aimed at accumulated knowledge, knowledge points, coverage, accounting for 50% of the total score.

Extracurricular homework. The teacher arranges a certain number of extracurricular assignments in stages, considering the reality and extensibility in the content. Taking the "Physical Training and

Etiquette" course as an example, each assignment includes 4 or 5 short answer questions (see table). 2) These questions are open-book and open-ended, allowing open discussion. The worksheet is also used as a student's worksheet. Students must submit the answers according to the worksheet at the beginning of the next class. All the extracurricular assignments account for the total score. 15%, students do a good job each time to help improve the total score of the course.

Classroom assessment. Classroom assessment consists of three parts: questioning, case analysis, and class discussion. Combine the content of each chapter of the course to design a number of questions, and ask questions in the classroom. You can also collect classic cases of each course and organize student discussions. According to each student Answer the enthusiasm of the question and answer the quality and level of the question, test the students' progress and changes in the learning process, and quantify part of the assessment results, give students evaluation and feedback in time. Classroom assessment, not only exercise the language of the students Expressive ability and innovative thinking ability are also conducive to directly examining students' cognitive ability, adaptability and analytical ability. From the perspective of daily classroom teaching organization, it is beneficial to incorporate attendance and classroom discipline into the overall evaluation results. A good teaching order and normal teaching process have played an effective role in supervising and guiding students' learning process.

Final test. In the form of written test, the flexibility of question design should be increased during the written test, avoiding excessive emphasis on mechanical memory of knowledge points, and should focus on the assessment of students' ability to analyze and solve problems, such as comprehensive thinking. Questions, case analysis questions, etc., to assess students' ability to think and judge independently. Specifically, two assessment methods can be adopted: one is to quote the "one page open book" mode. The so-called "one page open book" is to allow students to carry a test during the test. A4 paper, on this paper, write the knowledge points or typical examples that you think are the most important. At the end of the exam, you will hand in the paper together with the exam paper. The content written by the students on the paper will also be used as a reference for the teacher. The method reduces the psychological pressure of the students to fear the test, and does not need to memorize the concept, principle, principle, etc. The process of summarizing the knowledge points is the digestion of the book knowledge, which is equivalent to reading a thick book. Second, the students take the test paper. Mode. Each student must submit a test paper and give the standard answers to the teacher. This process ensures the review of the knowledge points of the students. In order to get a good volume and provide the correct answer, I have to thoroughly understand the knowledge. The title of the test paper will be drawn in the whole class paper. The whole content of the paper is the original question of the student paper in the class, but it is drawn to the students. The maximum number of questions is one. 30% of the test scores are calculated based on the quality of the students' own test papers, and 70% are calculated on the basis of the unified test papers.

Skills operation adopts decentralized time and decentralized project evaluation methods, focusing on the evaluation of students' learning process. Taking the "Food Service and Management" course as an example, the catering service includes six basic skills (tray, tablecloth, table setting, serving points). Dish, alcohol, and napkins, each test is done after each skill. Each item accounts for 10% of the total score, such as table cloth, each student has three opportunities, each time you can use different methods, most Good one-time scores. At the end of the skill test, choose a more comprehensive project for testing. Generally, the Chinese banquet is set up as a final test project, including the skills of spreading tablecloths, trays, table sets, napkins, and alcoholism. Skills and proficiency in mastery of skills. Final test scores account for 40% of total scores.

4. Conclusion

The formative assessment mode is the key to improving the effectiveness of the practical curriculum of the tourism management profession. The preparation—the process—the experience—the cultivation—the ability is the node of the formative assessment model, and the pre-designed assessment plan for each node is The basis for ensuring the accuracy and mobilization

of students is to be evaluated. Of course, the reform of the formative assessment model is a systematic project involving all aspects of the education system. If only the assessment model itself is reformed, the relevant system will remain intact and the reform will inevitably fail. Therefore, establishing a new teaching goal, reforming the traditional teaching mode, and perfecting the examination system and evaluation system are a gradual process.

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