

Construction of Evaluation Standards for the Theory of Physical Education Masters in Colleges and Universities

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Abstract. This paper adopts the methods of literature, questionnaire, expert interview, mathematical statistics and other research methods, with three combinations (combination of professional characteristics and training objectives, combination of quantitative evaluation and qualitative evaluation, summarization evaluation and formation). As a guiding ideology, the evaluation is based on the evaluation indicators, evaluation subjects, evaluation methods and evaluation methods, and constructs a set of standards for the evaluation of theoretical courses for sports masters in ordinary universities. The new "evaluation criteria" mobilize students' enthusiasm for learning, improve the objectivity of evaluation, contribute to the development of good study style, and help improve students' learning ability. The main shortcomings are: the understanding of the concept of curriculum evaluation is too broad; the evaluation of the curriculum implementation process is not enough; the theoretical research of curriculum evaluation is separated from the practice. It provides a reference for the development of evaluation standards for the theoretical courses of sports masters.

Keywords: Colleges and Universities; Master's Degree in Sports; Theoretical Class; Evaluation Criteria

With the continuous deepening of college education reform and the full implementation of quality education, it is a concern of the curriculum reform of colleges and universities to play the role of students through the evaluation of performance evaluation and the promotion of education reform. Under the current tide of teaching reform, it is the key to realize the success of teaching reform by reasonably formulating the curriculum evaluation criteria and evaluation methods based on the work process. Some ordinary colleges and universities are constantly carrying out educational reforms in response to this trend, and have achieved remarkable results. Under such circumstances, we should conduct a new examination of the guiding ideology and evaluation methods of college sports master's education. In particular, the evaluation method for students should not be based on giving students a single score or a single descriptive term, but should be a profile that reflects the current situation of the students. This paper intends to solve the problem of the evaluation standards of the theoretical courses of physical education graduates in ordinary colleges and universities, in order to solve the problem that the current evaluation standards of the theoretical courses of physical education graduates fail to fully reflect the current situation of students, and finally strengthen the study of students through scientific evaluation. Motivation, stimulating students' interest in learning, improving students' learning ability, and ultimately achieving an overall improvement in students' professional ability and quality.

1. Formulating the guiding ideology of the evaluation system of theoretical courses

1.1 Taylor's curriculum evaluation

Taylor said: "Evaluation is a process that determines the extent of actual behavioral changes. The evaluation process is essentially a process of determining the extent to which the curriculum and teaching plan actually meet educational goals." In his view, the educational goal is the starting point and basis of the course evaluation, and is the decisive factor for the course evaluation. The process of

selecting goals and expressing goals has also become part of the evaluation. Emphasizing the prominent role of the target in the evaluation is a major feature of the Taylor evaluation model. In Taylor's thought, the goal is clearly stated, in order to explain whether the teaching of this course is successful and to judge the value. In addition, rational goals can guide the teaching evaluation, making teaching evaluation more planned and easier to implement. At a time when many evaluation models have emerged, Taylor's evaluation model still dominates the evaluation field. The construction of evaluation indicators in this paper is based on Taylor's evaluation thought. [1]

1.2 Training Objectives of Chinese Master of Physical Education

The goal of cultivating sports masters in China is to "cultivate modern, world-oriented, future-oriented moral, intellectual and physical development, and to engage in sports humanities and sociology in higher education, scientific research and management institutions (sports education and sports training, sports). High-level talents in the field of human science and national traditional sports (sports training), scientific research and management. When constructing the evaluation indicators of theoretical courses, we must set an evaluation system for this goal, so that students can truly achieve the goal of training physical education graduates through the guidance of the indicator system.

1.3 Combination of quantitative evaluation methods and qualitative evaluation methods
Quantitative evaluation is to try to simplify the complex educational phenomenon and curriculum phenomenon into quantity, and then infer the effectiveness of a certain evaluation object from the quantitative analysis and comparison.

Qualita evaluation is to try to reveal and describe the various characteristics of the evaluation object through natural investigations to highlight the meaning and promote understanding. The method of quantitative evaluation is the most used evaluation method in China. It gives students a certain score through the examination, and uses the score to represent the performance of the students in this class and the amount of knowledge they have acquired. This method reflects the student's learning to a certain extent, but this evaluation method only focuses on the results of student learning, and rarely pays attention to the student's learning process. The qualitative evaluation is a good solution to the lack of attention to the student learning process. The qualitative evaluation method is based on humanism and is dominated by "practical rationality" and "liberal rationality". The difference from the quantitative evaluation method is to recognize the existence of value involvement, and believe that "fact" is constantly evolving and developing in the interaction between the evaluator and the evaluated person. The combination of the two reflects the student's learning situation more scientifically. The construction of evaluation indicators in this paper attempts to combine the two and fully play the role of evaluation.

1.4 Summary evaluation combined with formative evaluation

The two concepts of summative evaluation and formative evaluation were first proposed by Scriven in his 1967 book *The Methodology Evaluation*. Formative evaluation is to provide feedback to ongoing educational activities by diagnosing problems in educational program plans, educational processes, or activities to improve the quality of ongoing educational activities in practice. Summative evaluation is the judgment of the educational effect after the occurrence of educational activities. [2] The combination of the two is to solve the shortcomings of Taylor's evaluation model. The disadvantages are: the shackles of the expected goals, ignoring the unintended goals; the evaluation of explicit

functions, ignoring the evaluation of potential functions; As a final stage of curriculum development, evaluation did not put the evaluation throughout the curriculum research. [3]

1.5 Evaluation criteria combined with the employment orientation of sports masters

Teaching evaluation should adhere to the "student-oriented" thinking, emphasize the students' main position in teaching, respect students, and focus the evaluation on the students' "learning". The purpose of evaluation is to help students build knowledge and develop abilities. [4] Therefore, the depth of teaching content should be determined by the law of professional growth. The evaluation level should be designed based on the student's cognitive rules, and students' learning attitudes, learning interests, learning methods and methods, learning initiative and creativity, and learning should be evaluated. Ability, etc. Through expert interviews and social market surveys, the results show that the employment direction of sports masters is mostly college physical education teachers and sports team coaches. Individual students are employed in enterprises, sports research units, and primary and secondary school physical education teachers. Therefore, we designed the course evaluation content according to the student's employment goal. The purpose of this is to satisfy the students' career development rules and individual differences of students, and to make a classification evaluation method in the evaluation of theoretical courses. The so-called classification is to take the vocational skills that must be mastered in the course as the necessary examination content in the field of study, and to make the assessment content that is more difficult, relatively interesting to the individual, and more suitable for individual employment needs as an optional task.

2 Construction of evaluation index system for theoretical courses of sports master students

The theoretical course is an indispensable part of the process of cultivating physical education graduate students. It provides guarantee for the teaching and training of science in the future, and lays a theoretical foundation for future scientific research. The most important part of the theory class is students and teachers. A scientific evaluation system can improve students' interest in learning and cultivate students' good study habits. At the same time, they can also find out the shortage of teachers in teaching and improve teachers in the future. Teaching Quality.

2.1 Proposal for evaluation indicators

2.1.1 Teacher evaluation of student indicators

Table 1 Indicators for teachers to evaluate students

required	Quantitative indicator		Qualitative indicator
		Optional	
1.PPT speech	1.	Apply the course content to teaching or	1. Teacher's comments
2.Reading notes or literature review		training (explained in the form of a	on students
3. Attendance	2.	paper)	2. Conduct surveys
4.Closed book examination operation		Apply this course knowledge to invent	among students in the
		patents	form of
	3.	Leading research results of this course	questionnaires, and
			give corresponding
			evaluations based on
			the survey results.

2.1.1.1 Quantitative indicators

The score of the mandatory content of the quantitative indicator is composed of the sum of the scores of the quantitative indicators, and the score of each indicator is played by the teacher. The teacher should write a comment on the content completed by the student while scoring the score. The content of the comment can be short but the key points must be highlighted. Make the students clearly understand the quality of the completed work. In addition to the attendance and closed-book exams, teachers should give these students a second chance to improve their grades for those who do not score well and wish to improve. The optional content of the quantitative indicators is optional for the students, and may or may not be selected. However, for those students who want to enter the excellent section, it is a must-have content. For the students who complete the optional content, they will be rewarded, such as the award of the outstanding student certificate of this course, and bring it into the file.

2.1.1.2 Qualitative Indicators

The scores of qualitative indicators are the teachers' comprehensive evaluation of students. It is the summary comments made by the teachers on the comprehensive performance of each student during the whole semester at the end of the period, and the corresponding scores are given to try to make each student clear. Learn about the shortcomings and deficiencies in your course. [5] The specific content of the review should include: student characteristics, learning attitudes, strengths, deficiencies, what knowledge should be expanded in the future, and the performance of students in this course. The comments given should be posted on the publicity column of the class to facilitate the students to make horizontal comparisons, clearly understand the gap between themselves and others, and urge the teacher to make an objective evaluation.

2.1.2 Student self-evaluation and mutual evaluation indicators

Table 2 Student self-evaluation and mutual evaluation indicators

Student self-evaluation	Student mutual evaluation
1. Operational operation ideas and division of labor and cooperation process report	1. Job display, mutual evaluation between groups
2. Self-learning target report	2. Class discussion

2.1.2.1 Student self-assessment.

The self-evaluation indicators of students are composed of two evaluation tools: "Operational Operation Ideas and Division of Labor Collaborative Process Report" and "Self-learning Objective Report".

(1) Specific operations of "Operational Operation Ideas and Division of Work and Collaboration Process Report"

First, the teacher divides the students into several groups. Secondly, the group members democratically select the group leader, and then complete the homework left by the teacher in a group cooperation manner. The group that proposes ideas and ideas during the completion of the homework and is adopted. Members should be recorded and signed by the group leader. Finally, students can evaluate themselves according to their performance during the operation, and the team leader will confirm and take effect.

(2) Specific operations of the "Self-learning Target Report"

First of all, before the start of the course, the teacher or himself will propose the objectives of the

content to be mastered in this course, such as: Do I have mastered the basic knowledge of this course, and apply the knowledge of this course to practice. [6] Then, after the end of the course, self-evaluation of the content of the evaluation submitted in advance will be carried out, and the evaluation result will be recorded as the teaching file. These two evaluation tools

2.1.2.2 Student mutual evaluation.

The first is the display of the results of the work. The mutual evaluation of the different groups will be recorded as the teaching archives. The second is the class discussion, discussing the performance of each individual in each class, and scoring their respective performances so that they fully understand their own shortcomings and advantages. The final result is recorded by the squad leader and given as a teacher. A reference for students to score.

2.2 Screening of evaluation indicators

2.2.1 Results of a questionnaire survey of students

Table 3 Student satisfaction survey on “evaluation criteria” N=30

Survey project	Attitude level (number of people)					F value
	A	B	C	D	E	
Mobilized learning enthusiasm	11	10	7	2	0	0.814
Improve the objectivity of evaluation	13	9	7	1	0	0.883
Helps to develop a good learning style	10	9	8	3	0	0.796
Improve learning ability	12	8	9	1	0	0.824

The F value in Table 3 reflects the student's ratio of the scores of a certain evaluation index, and contains different weights of the indicator level, and thus is more accurate than the ordinary percentage statistics. $F > 0.5$ means significant. From the survey, the "evaluation criteria" have a positive effect on mobilizing learning enthusiasm, improving the objectivity of evaluation, developing a good study style, creating a classroom atmosphere and improving learning ability.

2.2.2 Results of the expert questionnaire

In order to test the feasibility of the “evaluation criteria”, the study conducted interviews and surveys with 10 experts, including three professors and seven associate professors. The survey results are shown in Table 4.

Table 4 Results of the expert questionnaire

Degree of evaluation	Very feasible	More feasible	Basically feasible	Not feasible	Very infeasible
professional opinion	10%	70%	20%	0%	0%

It can be seen from the survey of ten experts that seven people think that the “evaluation criteria” are feasible, one person thinks it is feasible, and two people think that it is basically feasible, and no one thinks it is not feasible or very feasible. It can be seen from Table 4 that the “evaluation criteria” are basically recognized by experts.

3. Conclusion

The establishment of sports postgraduate majors in ordinary universities in China began in the early 21st century and has only been in existence for more than 10 years. With the attention of Chinese sports scholars on the theory and practice of physical education curriculum, the research on the evaluation of physical education curriculum in China has gradually developed.

For the physical education curriculum, the important role of the curriculum evaluation system is to make students have greater interest in learning through objective and scientific evaluation, improve students' learning ability, and provide a platform for students to show individual competition. In the end, students can have higher work ability and professional quality. After hard work, we have gained some ideas and ideas in the exploration of the evaluation system of the postgraduate course of physical education, but we have also encountered many difficulties, such as numerous evaluation projects and teacher workload arrangements. These issues need to be further studied.

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