

Problems and Countermeasures of Teaching Evaluation in Application Oriented Colleges and Universities from Multi Subject Perspective

Xiaofeng Shi

School of Physical Education, Shanxi University, Taiyuan 030006, China

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Abstract: In recent years, with the support of the national policy, the application oriented colleges and universities have been greatly improved both in scale and influence, and become an important training base for high quality skilled talents in China. However, relatively speaking, the improvement of the teaching quality in the application oriented colleges and universities has lagged behind a bit, mainly because there are some problems in the current teaching evaluation of the application-oriented colleges and universities, lack of teachers, students, peers and supervision and other multi subject participation. Therefore, under the multi-subject perspective, the application-oriented colleges need to increase the frequency of self evaluation of teachers, carry out self evaluation of teachers regularly, guide teachers to view self evaluation correctly, innovate the way of self evaluation of teachers, and widen the channel of self evaluation of teachers; To enhance the enthusiasm of students participating in Teacher's teaching evaluation, to enrich the content system of students participating in Teacher's teaching evaluation, to innovate the tools of students participating in teacher's teaching evaluation, to correct the working attitude of teachers participating in peer evaluation, enrich the content system of peer evaluation, introduce the external supervision education evaluation system, optimize the adoption degree of the results of supervision education evaluation in teaching reform.

1. Introduction

Application oriented higher education is an important achievement of higher education reform and innovation in China in recent years. It is also an important channel for training high end technical talents. The application oriented higher education relies on the traditional colleges and universities, and on the basis of the traditional higher education, the content of professional practice skill education has been added. At present, the important task of higher education reform in China is to cultivate high quality applied talents with innovative spirit and practical ability. However, the development of teaching evaluation in application oriented colleges still faces many difficulties, which restrict the improvement of the quality of personnel training, and the participation of teachers, students, peers and supervisors, etc. , undoubtedly, it is an inevitable requirement to solve the problem of teaching evaluation in applied colleges and universities.

2. Main Body of Teaching Evaluation in Application Oriented Colleges and Universities

The main body of teachers teaching evaluation in applied colleges mainly includes teachers themselves, students, peers and supervision, so the main ways of teachers teaching evaluation include teachers self evaluation, student evaluation, peer evaluation and supervision evaluation.

2.1 Self Evaluation of Teachers

Teacher self evaluation is not only the reflection of teachers on their own teaching work, but also the internal motive force of teachers teaching reform. Teachers work is a kind of long term and repeated work. Only by evaluating and reflecting on every repeated work, can teachers in applied colleges and universities realize reform and innovation in the next educational practice. At the same time, only by summing up the experience through continuous practice, can the teachers in the applied colleges and universities improve their professional skills, improve their teaching methods and supplement their professional knowledge system in the light of the changes in students learning needs, and ultimately improve the quality of teaching.

2.2 Student Evaluations

Student evaluation refers to students comprehensive evaluation of teachers teaching contents, teaching methods, classroom performance and classroom teaching effects during or after the course implementation, to some extent, students evaluation reflects the effect of teachers teaching practice and the students acceptance of the curriculum. Student assessment originated from the United States. In the 1920s, American educators introduced student assessment into the school based curriculum assessment system in primary and secondary schools. The introduction of student evaluation means also fully reflects the student's main position in the application-oriented higher education.

2.3 Peer Review

Peer evaluation refers to the mutual evaluation between teachers of the same subject, also known as peer evaluation. The teaching evaluation between teachers in the same profession has a strong specialty. Teachers in the same profession can carry out a comprehensive, systematic and professional evaluation on the classroom teaching of their colleagues. Teacher Peer Evaluation is also a professional teaching evaluation method widely recognized by the educational and academic circles. Some experts even believe that only peer teachers are qualified and able to carry out teaching evaluation, it is difficult for students, supervisors and other teaching evaluation subjects to achieve such a professional standard. Only through criticism and self criticism can teachers in applied colleges and universities fully and deeply examine themselves, and find out their colleagues merits and shortcomings in time, so as to stimulate healthy competition among teachers, to enhance the overall professional standards of the teaching profession.

2.4 Supervisory Evaluation

The supervision and evaluation is a third-party evaluation method. The supervision and evaluation is mainly responsible for supervising and guiding the implementation progress and implementation of teaching work, teaching reform and innovation, etc. for the teaching process of the emergency guidance and handling. Different from the other three evaluation methods, the supervisor is the only one who does not directly participate in the teaching practice. In recent years, many application oriented colleges and universities have made some achievements in the reform of

educational evaluation, but there are some problems such as single evaluation method, inconspicuous improvement of educational quality and insufficient motivation of teachers teaching innovation. In order to standardize the behavior of all teachers in the process of teaching implementation, many applied colleges and universities have set up educational supervision posts to supervise and guide the school management and teachers classroom teaching, especially to strengthen the comprehensive evaluation of teachers classroom teaching, in order to promote teachers to constantly innovate teaching methods, improve the teaching level and the quality of personnel training.

3. Problems in Teaching Evaluation of Applied College Teachers from Multi Subject Perspective

3.1 Teacher Level Issues

The Teacher's attitude to teacher's self evaluation directly influences the result of evaluation, and further influences the quality of teaching in the next stage. Many teachers in application oriented colleges and universities need to complete complicated and heavy tasks of scientific research and management, so they think that self evaluation of teachers is a waste of their own working time and is not very helpful to teaching practice, there are also many problems in the self evaluation of teachers. On the one hand, the frequency of teachers self evaluation is low, and teachers evaluation can not be fed back into the teaching practice in the next stage in time. On the other hand, the way to carry out teachers self evaluation is relatively single, at present, teachers self evaluation is mainly carried out through teachers completion of the self evaluation form. Repeated filling of the form can not really lead teachers to reflect on their own advantages and disadvantages in classroom teaching, teachers also lost the enthusiasm to participate in teaching self evaluation.

3.2 Student Level Issues

At present, there are also such problems in the evaluation of teaching by students. Firstly, the attitude of students is not positive. The research shows that most of the students think that it is only a formality to carry out teachers teaching evaluation by means of questionnaire, and there is no great significance. Therefore, most students fill in the questionnaire with a perfunctory attitude, the questionnaire lost its due significance of teaching evaluation. Secondly, the contents and tools of students participation in teaching evaluation need to be innovated. At present, students evaluation of teaching in application oriented colleges and universities in China is generally carried out by means of filling in questionnaires, and the contents of the questionnaires are similar in different disciplines, which can not really reflect the characteristics of discipline and classroom teaching. The application oriented colleges should pay attention to the innovation of the methods and contents of students evaluation of teaching. The contents of evaluation of teaching in different subjects should be formulated by teachers, students and school management, and carried out after public announcement. At the same time, the application oriented colleges should increase the frequency of students evaluation, let the school management and teachers know the students learning status and information feedback, and make corresponding adjustments in the next stage.

3.3 Peer Level Issues

Peer Evaluation is the process by which teachers of the same subject in a school or a region learn about each other's strengths and weaknesses in classroom teaching through activities such as attending lectures and preparing lessons, therefore, teachers are inspired to adjust the teaching plan

in the next stage according to the results of peer evaluation and the actual situation of our school, so as to better meet the needs of talent cultivation. At present, there are still some problems in carrying out peer teaching evaluation in application oriented colleges and universities in our country. Most teachers believe that peer evaluation is only a way of communication between peers, and the results of different teaching evaluation can not fully reflect the actual teaching effect. Therefore, many teachers have a negative attitude towards participating in peer assessment. Secondly, the content system of peer teachers teaching evaluation needs to be improved. At present, no regional application-oriented colleges and universities have set up a scientific and perfect general teaching evaluation system, which accords with the application-oriented higher education teaching evaluation.

3.4 Issues At the Supervisory Level

Teaching Management Supervision is not directly involved in the implementation of teaching in the application oriented colleges and universities, resulting in unclear role orientation and function division of supervision in teaching evaluation. The main problems that the supervisor participates in teaching evaluation are: On the one hand, the construction of the supervisor teaching evaluation system needs to be improved. Application oriented colleges and universities fail to introduce external supervision and evaluation system, which leads to low efficiency and low quality of supervision and evaluation. On the other hand, the application oriented colleges fail to attach importance to the adoption of the results of supervision and evaluation of teaching, and the feedback to the results of supervision and evaluation of teaching is too negative to help teachers with different functions and teaching levels to improve their comprehensive quality of classroom teaching.

4. Coping Strategies

4.1 Teacher Coping Strategies

Increase the frequency of teacher self evaluation and carry out regular self evaluation. On the one hand, teachers self evaluation directly affects teachers teaching in the next stage. application oriented institutions should abandon the current half semester mode of developing self evaluation of teachers and increase the frequency of self evaluation of teachers, for example: to change the self evaluation of teachers from once a semester to once a month, through holding monthly teacher evaluation meetings, at which the self evaluation of teachers is first conducted, and then mutual evaluation of teachers is conducted, and the two evaluation methods are compared comprehensively, to help teachers better reflect on themselves. On the other hand, teachers can also take the initiative to enter other teachers classroom lectures, through listening to learn the teaching advantages of other teachers, to reflect on their own shortcomings. Guide teachers to view self evaluation correctly. To rectify the attitude of self evaluation of teachers can be carried out from two aspects: First, the application-oriented colleges can hold the mobilization conference of self evaluation of teachers, so that all teachers can have a deep understanding of the significance of self evaluation of teachers to their own teaching practice and innovation, correct teachers attitude towards self evaluation of teaching. Secondly, the management of the application oriented colleges should join with the administrative departments such as the Academic Affairs Office to organize teachers to learn the methods and techniques of self evaluation, so as to help teachers carry out the work of self evaluation efficiently and orderly, and improve the level of self evaluation of teachers, at the same time, avoid teachers because of the lack of self evaluation skills and perfunctory.

4.2 Coping Strategies At the Student Level

Students are the main body of teaching implementation, guiding students to actively participate in teaching evaluation is helpful for teachers to know the quality of classroom teaching in time, and to make corresponding teaching adjustment in time according to the change of students needs, in order to better adapt to the needs of student learning and personnel training needs. Improving the enthusiasm of students participating in teacher's teaching evaluation. First, application oriented colleges should organize all the students to study the basic requirements and methods of student evaluation of teaching in various forms, and deeply understand the importance of students participation in teaching evaluation, so as to carry out teaching evaluation efficiently and orderly. Second, the application oriented colleges should also timely feedback the results of teaching evaluation to all students, as well as the next stage of teaching arrangements and reform plans, to ensure students right to know and enhance students sense of participation. Third, the application d establish a good public opinion environment to enhance the students enthusiasm and participation. Enriching the content system of students participation in Teacher's teaching evaluation. Students participation in teachers teaching evaluation should reflect teachers teaching content, methods, logical structure, interaction and feedback of students learning quality, as well as the actual conditions of running schools and students learning needs. In a word, students evaluation of teaching should objectively reflect the actual situation of teachers classroom teaching. On the one hand, in the process of participating in the evaluation of teaching, students should give prominence to the evaluation of teachers classroom teaching contents, including the system of knowledge structure, the setting of heavy and difficult points and exercises, which fully reflects the advantages and disadvantages of classroom theory teaching. On the other hand, students evaluation of teaching should also make a comprehensive evaluation of teachers teaching methods, including the teaching methods commonly used by teachers, such as discussion teaching and heuristic teaching, students are encouraged to give positive feedback on the teacher's own learning experience in different ways of teaching. Innovating the tools for students to participate in teacher's teaching evaluation. On the one hand, in addition to issuing questionnaires to students, application oriented colleges can also launch new student assessment tools, such as: developing an online student assessment system, organizing students feedback and evaluation of teachers classroom teaching on a regular basis, then Educational Administration departments such as the academic affairs office regularly summarize the results of student evaluation of teaching, and as part of teachers Work Assessment. On the other hand, the application oriented colleges and universities can also regularly organize students to carry out creative teaching brainstorming and solicit students new ideas for classroom teaching, teachers are encouraged to adopt students suggestions and opinions to innovate teaching methods and contents in a reasonable range.

4.3 Coping Strategies At the Peer Level

Different from other evaluation methods, peer evaluation is more professional, which is of great significance to improve the professional level of teachers. Carrying out peer to peer evaluation of teachers can greatly enhance the sense of competition among teachers and guide teachers to establish a benign competitive atmosphere. Before teacher self assessment, applied colleges should organize teachers to participate in class regularly, and organize peer teachers to discuss after class. Correct the attitude of teachers to participate in peer evaluation. The attitude of teachers participating in teaching evaluation directly determines the quality of teaching evaluation and the innovation process of education reform, and in the aspect of changing the attitude of teachers participating in teaching evaluation, it is also necessary to guide teachers to recognize their roles in classroom teaching. Teachers are the guide of teaching, students are the first subject of education,

improving the status of students is helpful to enhance the sense of responsibility and mission of teachers, and then enhance the enthusiasm of teachers to participate in teaching evaluation. To make teacher peer evaluation into the characteristics of campus education culture, to promote teachers to understand and actively participate in the construction of education culture and teachers team, and to enhance the position of peer evaluation in the construction of education, enhancing the teachers recognition and participation in teaching evaluation. Enrich the content system of peer evaluation. To enrich the content system of teachers peer assessment mainly means to enhance the professionalism and scientificity of the content of teachers Peer Assessment. In formulating the content system of peer evaluation, the opinions and suggestions of all teachers should be fully solicited, and the opinions of experts and scholars in pedagogy should be actively solicited, teachers pre class preparation, classroom implementation, after class reflection and interaction are all included in the evaluation to ensure that the evaluation content system has a strong professional. At the same time, application oriented colleges should adjust the content of teaching evaluation in time according to the actual situation of teaching so that the teaching evaluation fully reflects the actual situation of teaching.

4.4 Coping Strategies At the Supervisory Level

The supervisor is not directly involved in the implementation of teaching, so his participation in teaching evaluation is somewhat passive. In the process of teachers teaching evaluation, it is necessary to introduce external supervision evaluation system, optimize the adoption degree of the results of supervision education evaluation in teaching reform, and innovate the content system of supervision and evaluation. Introduction of external supervision education evaluation system. The mechanism of external supervision and evaluation of teaching refers to the relatively perfect supervision and evaluation system applied in other areas or colleges. The methods and contents of supervision and evaluation of teaching in different applied colleges embody the scientificity of school education management and teaching evaluation exercises. The Supervision Group of applied colleges and universities can introduce the supervision and evaluation system which is made by other educational subjects and put into practice, and guide the work of supervision and evaluation in an orderly way with the successful experience of others. Application-oriented colleges and universities should reform and innovate the supervision and evaluation system to meet the needs of their own educational development. The application-oriented colleges and universities should strengthen the construction of supervisory teachers, carry out the training of supervisory teachers regularly, and improve the educational management ability and the speciality of teaching evaluation. Optimizing the adoption degree of the evaluation results of the supervision education in the teaching reform. The supervisor participates in the teaching evaluation is from the Teaching Management Angle to the teacher classroom teaching appraisal, the supervision evaluation teaching result has the vital significance to the perfect application university education management system construction. Application-oriented colleges should attach importance to the results of supervision teaching evaluation and apply them to the next step of classroom teaching reform and educational management reform. The adoption of teaching evaluation results should be differentiated according to the different functions of teachers. For example, full-time teachers and part-time teachers have great differences in the division of labor and role orientation There are some differences between the new teachers and the old teachers in teaching ability and teaching experience, so the implementation and application of teaching evaluation should reflect the assessment and help to the new teachers. The result of supervision teaching evaluation should be feedback to all teachers in time. The application-oriented colleges and universities can hold the summary Meeting of teaching evaluation regularly, and the supervisors can summarize the results of teaching evaluation in the

previous stage, and organize teachers to study the main achievements and main problems of teaching evaluation in the stage, good teachers will be arranged to share their experience at the meeting to promote good exchange of teaching experience among teachers.

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