Study of Effect Evaluation System of Open Education

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Abstract: To ensure the quality of open education distance teaching, it is urgent to establish an effective teaching quality evaluation system. There are some problems in the current teaching evaluation system, which is not conducive to the improvement of the quality of open education and teaching. International open and distance education association from the purpose and goal, curriculum design, teaching and evaluation, learning support and guidance, and learning resources and quality assurance and improve six dimensions put forward a set of quality evaluation standards, for the implementation of open education distance teaching effect evaluation system provides a useful reference, to standardize the open education quality evaluation and urge its teaching quality.

1. Connotation of Open Education Distance Education Effect Evaluation

Open education distance teaching refers to the context of lifelong education, the full use of modern education technology, so that the results of changes in knowledge and skills and the similarity of training goals, the correlation of social needs and the satisfaction of the public.Teaching effect evaluation is the value judgment of the development, change and changes of the composition of the educated according to the teaching objectives and standards, and provides service functions, such as judgment, diagnosis, screening and guidance, for the teaching decision makers.

The effect evaluation of distance teaching in open education is the core content of school education evaluation, an important basis for the macro-control of open education and teaching and to realize the scientific teaching management, and an important measure to ensure and improve the quality of distance education and teaching. Schools should regularly evaluate the teaching quality, give feedback to the evaluation results, and improve the teaching in a targeted way.

2. Problems Existing in the Open Education Distance Teaching Effect Evaluation System

The teaching quality evaluation standards for open education distance education are generally formulated by the National Open University and the relevant departments of provincial institutions. With the rapid development of information technology, the daily update of distance teaching means

and the differentiation of the quality of students, the original teaching quality evaluation system obviously can not adapt to meet the needs of future development.

2.1 There is a Deviation in the Evaluation Concept

Concept leads the action, and the concept of teaching quality evaluation guides the teaching evaluation activities. The evaluation of teaching quality mainly focuses on whether teachers 'teaching activities and learning support services meet the improvement of students' ability and the practical needs of students. In the process of quality evaluation, educational institutions should get rid of the traditional framework and focus on the changes of students' learning process, including the construction of professional knowledge, improvement of vocational skills, integration of ideological and political courses, improvement of information literacy, breadth and depth of learning interaction.

2.2 Lack of Standardization and Effectiveness of the Evaluation System

The effective implementation of the distance education teaching quality evaluation system should be the result of the standardized teaching quality evaluation system. Open universities at all levels have formulated their own set of quality evaluation system, such as the class evaluation system between leaders and colleagues, student evaluation system, online learning supervision and other systems, but they have not been fully implemented in the actual process. The feedback of teachers' teaching quality is lagging behind or neglecting the feedback, and it is difficult to achieve the purpose of "promoting teaching by evaluation, promoting learning through evaluation, and promoting reform through evaluation". Even if there is feedback on teaching information, the feedback information is often not comprehensive and objective, with more positive feedback and less negative feedback, and the processing of information is often not timely and not transparent, and the methods are not scientific, which is not conducive to the formation of an incentive mechanism for the evaluated people.

2.3 In Terms of Evaluation Content, Quantitative and Qualitative Evaluation Imbalance

Many grass-roots teaching units always use the more traditional way of evaluating the teaching quality of distance teachers: such as leaders listen to lectures, peer listening, student questionnaire survey, the evaluation method is relatively single, pay attention to data analysis, excessive emphasis on the identification role, can not comprehensively reflect the teaching quality of teachers. The reflection of some qualitative evaluation, such as the teacher's emotion, the course ideological and political integration degree, learning experience and participation and other aspects are not enough. Even teachers 'online learning situation, cultivation of students' learning interest, evaluation of homework, auxiliary number of answering questions, effective communication and communication with students, and guiding students 'online discussion are not included in the evaluation system, which is not conducive to students' subjective evaluation of the advantages and disadvantages of teachers' teaching.

2.4 The Evaluation Index System is not Comprehensive Enough and Needs to Be Improved

At present, the quality evaluation of open education does not cover the aspects of running a school, such as the purpose, talent orientation, training process, learning environment and other factors have not been reflected, and the comprehensiveness needs to be improved.The evaluation

indicators are not highly targeted, and they do not highlight the essential characteristics of open education distance teaching. The process of online teaching and learning, resource construction, teaching management and other factors have not been highlighted. The characteristics of different schools and different evaluation objects are not enough, such as provincial schools and municipal and state schools have different responsibilities in teaching resource construction, but not stratified in evaluation indicators; different majors differ in training objectives, teaching methods, support services and other aspects, which are not clearly reflected in the index system. At present, the construction of the distance education teaching quality evaluation index system in China is not complete and scientific, not strong targeted, and cannot effectively monitor and guarantee its teaching quality.

2.5 The Enthusiasm of the Evaluation Subject is Partially Missing

At present, the main subject of the open teaching distance teaching quality evaluation is mainly the educational affairs office or the teaching supervision department, which lacks the external evaluation of the government administrative departments, social intermediary organizations, graduates or employers. Some teachers are in a passive and negative position in the teaching evaluation, and even have a resistance mood. In the long run, the evaluation of teaching quality has inevitably become a mere formality. The main reasons are: first, most teachers have multiple positions, undertake trivial management tasks and part-time teaching tasks, it is difficult to devote themselves to teaching; second, students themselves have engineering contradictions, some students with utilitarian learning motivation, and even some students have fluke for the exam, which leads to reduced enthusiasm for independent learning, relaxed the requirements for learning, dampened teachers' teaching enthusiasm and teaching quality evaluation. In addition, in the face of the increasingly fierce market-oriented enrollment situation, under the pressure of survival and development, it is difficult for grassroots schools to focus on the quality of teaching.

2.6 The Evaluation Standard Lacks Scientific Rationality

The evaluation standard is not scientific and reasonable, and the evaluation department less considers the characteristics of different majors and disciplines, and often adopts the unified standards to accurately reflect the characteristics of each courses, the teachers follow the unified evaluation standard in teaching and is not conducive to the reform and innovation; the appraisers of different majors may score with subjective feeling and impression to reducing the effectiveness of the evaluation results. If different majors formulate different standards, it is more difficult and the evaluation work is more complicated, and it is difficult to measure and compare the teaching quality. Therefore, when formulating the teaching quality evaluation standards, it is appropriate to screen the common contents and factors in the teaching work as the evaluation standards, which not only makes each major has a unified standard, but also can take into account the professional characteristics of different majors.

3. Implement the Implementation Path of the Open Education Distance Teaching Evaluation Indicators

Based on the correct view of distance education teaching quality, it is the core content of the construction of an open education university to regulate and standardize distance education teaching with a scientific teaching quality evaluation system and ensure and promote its improvement of

teaching quality. Scholars at home and abroad have made many useful explorations on how to establish a distance education and teaching quality evaluation index system, which also provides us with valuable reference.

3.1 Purpose and Objectives

For the purpose of distance education learners to improve their professional quality and ability and meet the needs of work and personal career development, the Open University should meet the actual needs of learners in terms of educational purposes and goals. To realize the goal of cultivating applied talents for the society, the Open University must promote students to combine the practical application of theoretical knowledge and skills organically.

The course positioning must be accurate. Based on the market needs and the reality of the learners, the curriculum system is determined to ensure the quality and effect of talent training.

The teaching objectives should be consistent with the distance education standards. It not only highlights the professional characteristics, but also conforms to the training goals, helps learners develop vocational skills and meet the needs of their professional professional development.

3.2 Course Design

As a programmatic document for the implementation of curriculum teaching, the syllabus plays a basic role in standardizing school teaching. Teachers take the syllabus as a guide to determine the course content, and pay attention to the highlights and difficulties, the content is practical and forward-looking. The course design should not only clarify the content and methods of teachers' teaching, but also clarify the knowledge and ability, learning methods and strategies that learners need to master simultaneously. Teachers use certain evaluation methods to understand the learning style types and curriculum learning objectives of different students, so as to determine a variety of course teaching forms, including face-to-face tutoring, group learning and individual answering questions.

Face-to-face tutoring is generally arranged in holidays, can be face to face, or through audio conference, two-way video conference and other forms. The characteristics of the time-space separation of distance education teaching and learning makes the good teaching and learning interaction activities between teachers and students become the key link to ensure the teaching effect. In the group learning, the teachers create a learning situation, play the functions of coordination, guidance and incentive, promote the interaction, and ensure the smooth progress of the group learning activities. Some Q & A tutoring can be implemented with network technology, such as: E-mail, BBS, QQ group, Q & A telephone, intelligent Q & A system, etc.

Student assignment is an important indicator of open teaching distance teaching. Teachers in the guidance link let the students clear formative requirements of formative homework. Arrange the appropriate amount of formative homework, timely correct feedback, to facilitate teachers to diagnose students' learning effect, improve teaching. The homework arrangement should be synchronized with the students' learning progress, with a reasonable difficult and easy gradient.

3.3 Teaching Evaluation

Teacher evaluation is an important part of the teaching quality assurance system. Adjust the overall teaching and activities, guide the teaching direction, comprehensively feedback various teaching information, diagnose problems, timely adjust and improve the teaching activities, so as to

ensure the teaching quality, and the teaching evaluation effect can be used in various forms.

3.3.1 Teachers' Evaluation of Students

Teachers usually assess and measure the learning effect of students with formative evaluation (or process evaluation) and summary evaluation (or final evaluation).

Formative evaluation focuses on evaluating students' phased learning effect, through unit tests and usual homework. The evaluation is based on students '"learning", tracking students' learning progress, finding problems, and timely feedback to students. At the same time, pay attention to the students' learning enthusiasm, attitude, strategies and other tracking investigation, put forward the corresponding suggestions. Give incentives, tips and guidance to the follow-up learning, and adjust and improve the teaching accordingly. Formative evaluation is an evaluation method advocated by the constructionist learning theory, which fully reflects the advantages of distance education. Summary evaluation gives the final evaluation of students 'learning activities and teachers' teaching status. The purpose of summary evaluation is to evaluate the degree of teaching objectives, the degree of the final learning effect of students, and the final learning effect of students, involving students' completion, graduation, award evaluation, etc.

In addition to monitoring and evaluating students 'learning through the network teaching management platform, teachers can also supervise and guide students' learning through auxiliary means such as discussion, visits, homework spot check, questionnaire survey, teaching inspection and other methods.

3.3.2 Student Evaluation of Teachers and Themselves

By filling in the questionnaire survey, discussion and other ways, quantitative and qualitative analysis, to understand the learners' opinions on teachers, learning resources, school management and other aspects, and to make timely feedback and rectification.

3.3.3 Social Evaluation

Adult learning motivation mainly stems from establishing or enhancing career prospects.The evaluation of its learning effect can be measured from the satisfaction of graduates, the recognition of academic qualifications, as well as students' ability to obtain lifelong learning through distance education learning.

3.3.4 Tracking and Evaluation of the Network Teaching Management Platform

In distance education, the information database technology and two-way interaction function of the network teaching platform are used to realize automatic remote management and evaluation through multi-teaching. Specific performance in the following aspects: (1) the system will track and record the learning status of each network learner, including personality information, learning plan, learning time, etc.(2) Automatically record the online learning data of learners' behavior, including completing online homework, posting questions, participating in online answering questions and group discussion, online assessment information, online questionnaire data, etc., as the basis for formative evaluation.(3) According to the tracking information of the teaching platform, teachers should put forward personalized learning suggestions for different learners, teach students in accordance with their aptitude, and timely monitor and supervise students' independent learning.

3.4 Learning Support and Guidance

Effective learning support service is the basic support of modern distance education and an important starting point to improve the teaching quality. Students 'independent learning is a major feature of distance education. Whether it can provide personalized learning support services for teachers' teaching and students' learning is the key factor that determines the success or failure of distance education.

The teaching system support requires the school to have the software and hardware facilities to carry out distance education, can provide the corresponding technical support and the construction services of various network teaching platforms, and have the timeliness, authoritative and interactive teaching resources.

In terms of teaching support services for teachers, the school creates the conditions for teachers to provides the various technical support and assistance needed in distance online teaching.

Evaluation index measures of teaching support services for students (see Table 1).

Table 1: Learn the details of the support services

Serial number learning the specific content of the support service
1 Teachers provide students with admission guidance and take specific and effective measures
2. Teachers pay attention to students' learning motivation, learning skills, etc., and provide students with personalized support and services to organize learning and master learning skills
3 The school provides students with convenient and fast online book resources, and creates a dynamic, flexible and responsive distance learning environment for students
4. Students shall obtain information on learning requirements, learning content, assessment method and assessment scope, type and method
5. Students are clear about the requirements of course homework, teachers' approval time, teacher feedback and the arrangement of answering questions
6 The school establishes a record system to track students' progress
7 Form a student evaluation and complaint system
8 Establish a timely feedback mechanism and a green channel to solve students 'learning difficulties and assist students' learning process

3.5 Learning Resources

Learning resources are the main and direct way for students to obtain knowledge, and they are the knowledge carrier of distance education, which directly affects the education quality of distance education. Therefore, its evaluation is very important. Learning resources mainly include text textbooks, online course resources and a variety of media resources combinations.

3.5.1 Text Textbook

In distance education, students are influenced by traditional habits, and still choose text materials as learning media. Text teaching materials play an irreplaceable main role in a variety of media textbooks. Remote text textbooks should be updated and adjusted according to social development and students' needs, and can adopt the form of live textbooks. The teaching materials should reflect the concept of cultivating practical applied talents in open University, organically integrate theory with the training of specific skills, rather than metaphysical pure theoretical teaching materials, so that the teaching materials can adapt to the needs of reality and social development. Remote text textbooks should have the following characteristics: modular learning content, with learning guidelines and learning tips, and provide feedback for students through a lot of learning activities to

help students build knowledge and form their ability; a highly structured textbook; and provide students with relevant tutoring materials or website links to meet their learning needs.

3.5.2 Multiple Combinations of Media Resources

In addition to text textbooks and online course resources, distance learners also need other forms of media resources to assist in learning. Only by optimizing the combination of different media resources can they help students to learn better.

3.5.3 Network Course Resources

High-quality online course resources are the basis for ensuring the quality of distance education. Specific indicators are: (1) the courses offered by the standard system of network courseware and other media teaching auxiliary resources, courseware resources are interactive, conducive to students 'personalized learning; (2) sufficient question database to provide students' practice; (3) rich case material database or related topic websites for students to learn students; (4) network courses or courseware interface is friendly, attractive to students, practical content; (5) convenient teacher-student interaction channel, course guidance information and sufficient emotional support system to help students learn.

3.6 Quality Assurance and Improvement

The establishment of a perfect internal and external quality assurance system is the basic condition for realizing the quality assurance and improvement of open universities. The internal quality assurance system of the Open University refers to the quality assurance system established by the distance open education system as the main body of the school to ensure the quality of distance education. The quality evaluation of distance teaching in open education is a complete closed-loop structure, including the formulation, implementation, inspection, feedback, rectification and other links. In view of this, the internal quality assurance system of the Open University should also be an effective closed-loop system including the above links.

From the perspective of quality management process, it is divided into early, middle and later control. In the preliminary work, we should do a good job in the research and analysis of the distance education market demand, major and curriculum design, teaching personnel determination, professional introduction and teaching preliminary preparation. The medium-term quality control focuses on the management and monitoring of the teaching process, and can flexibly adopt self-examination, mutual inspection, spot inspection and census. At the beginning of the school, including and the end to carry out the regular teaching inspection or for some work, such as students graduation homework, students teaching implementation, students online formative homework, etc., do check, feedback, and implement feedback, so as not to become a mere formality, eventually play the role of teaching. Post-treatment control focuses on learning results and results, and provides follow-up services for graduates.

The external quality assurance system of the Open University refers to the quality assurance system established by the educational administrative departments, social organizations and employers outside the open education system to ensure the quality of the Open University. The external quality assurance system is mainly managed and monitored by the series of regulations formulated by relevant government administrative departments. Social recognition and public opinion supervision will have an important impact on the improvement of the data guarantee system.Schools actively accept the participation of social forces, establish the information exchange

mechanism with unit of choose and employ persons, can timely get social all aspects of talent training, the status of the public for lifelong learning diversification information feedback, conducive to school timely adjustment training program and curriculum design, optimize teaching, improve the quality of teaching. External quality assurance system is the premise and foundation of the establishment of internal quality assurance system, which promote and influence each other.

4. Conclusion

Teaching quality is the "foundation" of the Open University, and also the embodiment of the core competitiveness of the Open University. The teaching quality evaluation can timely diagnose and feedback the teaching situation of the Open University, and guide the teaching of the Open University to maintain a standardized and benign development trend, and provide a strong guarantee for the construction of open educational resources. At present, the open education construction to advance, should fully realize the importance of open education teaching quality evaluation system construction and practical significance, combined with the characteristics of open university, positioning, training goals, scientific evaluation standards, improve the teaching quality evaluation system, enhance the open university son reflection and self-construction ability, improve the quality of open university talent training, promote the construction of national lifelong education system and learning society construction.

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