

Research on the Working Path of Constructing College Examination Style in the New Era

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Abstract: Planning measures for higher education evaluation reform in an all-round manner is the inherent requirement to comprehensively improve the quality of talent training, and the examination is the "detector" of teaching effect and training quality, so deepening the construction of examination style is the inevitable trend of higher education evaluation reform. Colleges and universities must deeply understand the great significance of the construction of examination style, firmly grasp the core elements and key links in examination style construction, give full play to the leading role of examination evaluation, actively promote the reform of student education evaluation which puts priority on strengthening the construction of examination style, thus ensuring the perfect ending of talent training.

1. Introduction

In recent years, the Ministry of Education of China has formulated and promulgated lots of policies, offered guidance, and put forward the objectives of promoting the reform of education evaluation in the new era and promoting the high-quality development of education. Specific requirements are as follows: strengthening the examination management, implementing strict process assessment, increasing the proportion of process assessment results in the total course results; improving the diversified academic assessment and evaluation system with equal emphasis on both ability and knowledge assessment, and improving the monitoring, evaluation and feedback mechanism of the learning process of students; implementing strict control of requirements for examination and graduation, calling for the improvement of the academic assessment system which organically combines process assessment with result assessment; strengthening examination management, strictly enforcing examination discipline, and resolutely canceling the "final examination" (a chance to ensure that students can graduate successfully) such as make-up examination before graduation. Therefore, it can be seen that the era of strict enrollment and lenient graduation of higher education has passed, and it is inevitable that there will be a certain elimination rate in undergraduate education. Strict academic standards and strict requirements control are the inevitable trends for higher education evaluation reform^[1].

Examination is an important part of teaching activities in colleges and universities, and it is a "detector" of teaching quality and learning effect, and a "touchstone" to measure students' honesty

and moral character. Therefore, it can be seen that the examination style directly affects the school's teaching and learning style, directly reflects the school's sense of social responsibility, and has an important and far-reaching impact on talent training as well as the construction and development of colleges and universities. If the examination style is so undisciplined that it makes students' exam results untrue, it will not be conducive to the school's scientific analysis of teachers' teaching quality and students' learning effect, and it will be difficult for the role of examination that feeds back into teaching to give full play, which will immediately affect the follow-up targeted improvement and perfection, thus leading to an untrue teaching style. An undisciplined examination style will directly affect students' learning attitude and habits, which is not good for the cultivation of students' correct values and awareness of rules and is prone to result in such undesirable phenomena as cramming for exams and cheating in the examination room, thus leading to unfaithful study style. As the saying goes, "To key to weaving baskets and nets lies in the closing part." Whether the examination style is strict or not directly determines the success of the final stage of talent training. The construction of the examination style is directly related to whether the banner of promoting teaching and learning by examination can be held high and implemented with concrete measures.

2. Status quo of examination in colleges and universities

Since 2017, colleges and universities across the country have actively implemented new national policies, carried forward the new spirit of documents, and deepened the reform of examination evaluation and examination style construction, as well as accelerated the revision and formulation of relevant examination management systems. The author collects and summarizes the related examination management regulations and work systems of more than 30 colleges and universities, and finds that colleges and universities have made new regulations and detailed requirements that are both high-standard and strict in strengthening the process assessment, standardizing the management of usual performance, increasing the proportion of usual performance grade, and tightening the control of examinations. The main contents and typical practices are as follows: issuing regulations specifying the requirement of the course process assessment or the usual performance, putting forward clear requirements for increasing the proportion of the usual performance grade, and making the distribution of students' marks even, as well as implementing the separation between teaching and examination and reducing the repetition rate of the examination proposition^[2].

Institutional improvement is an important channel for examination management in colleges and universities. Colleges and universities have made useful explorations and established a long-term mechanism for the construction of the examination style, which is enforcing strict examination discipline in the new era. In addition to the institutional improvement, colleges and universities fully integrate the construction of examination style into the construction of the style of the school and study, and give full play to the strong endogenous motive of students' honesty education. Honesty education is an important part of moral education in colleges and universities, which is of great significance to cultivate students' integrity, strengthen students' self-discipline, and improve students' autonomy. The purpose of the honesty examination is to cultivate students' moral self-discipline. The tension in the honesty examination room can not only encourage students to observe discipline more consciously in examination rooms but also guide students to learn self-restraint, self-trust, and self-management imperceptibly. Generally speaking, the honesty examination room adopts the application-review mechanism, which is declared independently by teachers and students as the unit of teaching class. Colleges and universities will set up a special honesty examination area and an independent examination room, arrange publicity boards and slogans, and create an atmosphere of credibility. All candidates must sign a letter of commitment to

the honesty examination, and there is no invigilator in the whole process of the examination. If the honesty examination is completed, the class will be awarded the honorary certificate of the honesty examination. The construction of honesty examination rooms realizes the maximization of management benefits brought by student autonomy, forms a good examination atmosphere, and at the same time creates campus credibility culture^[3].

3. Empirical research

The author selects the physical classroom courses assessed with a percentage system in BISU in the spring and autumn of 2022 to analyze the overall situation of the course examination and result data. Meanwhile, the author also selects the relevant representative courses for comparative analysis and case analysis. Using the combination of quantitative analysis and qualitative analysis, this article, on the one hand, analyzes the statistical indicators of the examination situation and result data through the data analysis software, making an accurate portrait of the examination that clear the implementation of the examination, the results of the examination and the status quo of the quality of the examination; On the other hand, the articles manages to understand the specific changes and measures in classroom teaching, learning methods, assessment and evaluation through one-to-one interviews with teachers and students representatives of relevant courses, as well as collects individual perceptions and related opinions and suggestions.

Through data analysis and interview summary, the following conclusions can be drawn: Firstly, the importance of process assessment in the general evaluation of courses is more prominent. Each course implements process management in an all-around way, and the frequency and weight of process assessment have been increased. At the same time, while adhering to the principle of paying equal attention to both ability and knowledge assessment, combining formative and summative tests, the design and content of process assessment are more precise and diverse, which have strengthened the attention paid to the student's attendance, classroom performance, classroom questioning (presentation), group discussion, in-class test, mid-term test, after-class homework, and other factors. In this way, students can be encouraged to actively answer questions and participate in discussions in class, to improve their classroom concentration. Secondly, through reforming the proposition design, the validity of the final summative examination can be improved. The examination should not only be set to test students' understanding and mastery of basic knowledge, basic theory, and basic ability, but also to pay attention to the guidance of examination questions to inspire students' independent thinking, innovative thinking, and integrative mastery, so as to effectively examine students' ability to analyze and solve problems. According to the assessment requirements, the proportion of subjective and objective questions in each course should be adjusted, focusing more on students' comprehensive abilities such as learning ability, organizational ability, and analytical ability. At the same time, the system of separation of examination and teaching should be gradually implemented in courses with favorable conditions, the examination of the same course of the parallel class should be set by the course unit uniformly, and should gradually establish and improve the examination question bank, and randomly select the examination questions; Some courses that cannot implement the system of separation of examination and teaching can have the collective proposition organized by the course unit or the teaching team to ensure the validity of the examination. Thirdly, the positive effect of promoting teaching and learning by examination is remarkable. Teachers have changed the evaluation method focusing on a single subject and established an organic integration evaluation system of process evaluation and result evaluation with the functions of record, evaluation, incentive, and feedback. This evaluation system lists the comprehensive performance of students in the learning process as an important evaluation index and guides students to devote their energies to usual learning. It strengthens the

principal position of students, and makes students' self-evaluation a reference to the teacher's evaluation of students, so as to comprehensively evaluate students' learning effect and give students suggestions at all stages. Teachers carry out inquiry teaching with problems, topics, and cases, introduce students to discussing subject problems and solving practical cases, strengthen the qualitative evaluation of students' values, learning attitudes, and learning abilities, and cultivate students' ability to think and solve problems independently^[4]. Fourthly, the normalization of honesty examination room construction plays an important role in cultivating students' honesty quality, learning atmosphere, and class construction. The tension and atmosphere brought by honesty examination can not only encourage students to abide by the examination discipline more consciously, but also cultivate students' honesty and trustworthiness, cultivate their morality, and promote their growth and success in a subtle way. A good examination style will certainly bring about a good style of study and school atmosphere, which not only cultivates students' self-consciousness, self-discipline, and good examination behavior habits but also highlights the effectiveness of students' self-management.

4. Conclusion

Talent training in colleges and universities should pay more attention to the absorption and mastery of knowledge, rather than judging students by the points they earned, ignoring the differences in students' talents, and despising the improvement of students' abilities and emotional experience^[5]. The reform of examination evaluation needs not only to be far-sighted but also to conduct effective front-line research, so as to come up with a reform plan that conforms to the rules of education and the real conditions of colleges and universities. Colleges and universities still have a long way to go to build an examination evaluation system and an examination style construction mechanism that cater to the characteristics of the new era and that can improve the development of education and talent growth.

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