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Research on Teaching Quality Evaluation of Professional Course Teachers in Vocational Schools under the Background of New Quality Productivity

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Abstract: This article deeply explores the multidimensional impact of new quality productivity on vocational school professional course teaching, analyzes how technology integration can innovate teaching content, how innovation driven can promote the transformation of teaching modes, and how diversified talent needs can adjust teaching objectives. The article examines the current evaluation status of the teaching quality of professional course teachers in vocational schools, including an overview of the existing evaluation system, existing problems and challenges, and conducts in-depth analysis of the reasons. On this basis, a new idea of constructing a teaching quality evaluation system under the background of new quality productivity is proposed, including reshaping the evaluation concept, improving the evaluation index system, innovating evaluation methods and technologies, and establishing a dynamic adjustment and continuous improvement mechanism, in order to comprehensively improve the teaching quality evaluation level of vocational schools' professional courses.

1. Introduction

With the rapid development of technology, new quality productivity has become an important force in promoting social progress and industrial upgrading. In the field of education, especially in the teaching of professional courses in vocational schools, the infiltration of new quality productivity not only changes the teaching content and methods, but also puts forward new requirements for the evaluation of teaching quality. This article aims to explore the changes faced by vocational school professional course teaching under the background of new quality productivity, and how to adapt to and lead these changes by constructing a scientific and reasonable teaching quality evaluation system, so as to cultivate more high-quality skilled talents that meet social needs.

1.1 The Impact of New Quality Productivity on Professional Course Teaching in Vocational Schools

1.1.1 Innovation of teaching content through technological integration

Driven by new quality productivity, the rapid development of technology is no longer an isolated phenomenon, but presents a trend of deep integration, which directly touches on the teaching

content of vocational school professional courses. Traditional teaching content often focuses on imparting theoretical knowledge and cultivating basic skills. However, with the continuous emergence of cutting-edge technologies such as artificial intelligence, big data, and cloud computing, the boundaries of professional courses are constantly expanding, and the teaching content has undergone fundamental changes. The integration of technology promotes the teaching content of professional courses to be more practical, emphasizing the close integration of theory and practice. For example, the application of virtual reality (VR) and augmented reality (AR) technology in mechanical manufacturing majors enables students to simulate and operate complex mechanical equipment in a virtual environment, which not only enhances the fun and interactivity of learning, but also greatly enhances their practical and problem-solving abilities[1].

1.1.2 Innovation driven transformation of teaching mode

The core of new quality productivity lies in innovation, and this innovative spirit is not only reflected in technology and products, but also deeply affects the teaching mode in the field of education. The traditional "cramming" teaching mode can no longer meet the demand for talent cultivation in the new era, and vocational schools urgently need to transform their professional course teaching to a more flexible, open, and interactive teaching mode. The transformation of teaching modes driven by innovation is reflected in multiple aspects. One possibility is personalized teaching. Through big data and artificial intelligence technology, teachers can more accurately understand students' learning habits, interests, and abilities, and tailor learning plans for them to achieve personalized teaching. Secondly, new teaching models such as flipped classroom and project-based learning are gradually emerging. These modes emphasize the student's subject status, encourage them to actively explore and cooperate in learning, and acquire knowledge and skills in the process of problem-solving. The school enterprise cooperation and the combination of engineering and learning have also been further promoted. Vocational schools work closely with enterprises to jointly develop courses and develop teaching plans, achieve resource sharing and complementary advantages, provide students with more opportunities for practical exercise, and promote the improvement of their professional ethics and skills.

1.1.3 The adjustment of teaching objectives in response to diversified talent demands

With the continuous development of new quality productivity, the demand for talents in society is increasingly showing a diversified trend. Traditional single skilled talents are no longer able to meet market demand, and are being replaced by compound talents who possess both solid professional skills and good comprehensive qualities. This change has prompted vocational schools to re-examine and adjust their teaching objectives for professional courses. Under the guidance of diversified talent demands, the teaching objectives of vocational school professional courses are no longer limited to imparting professional knowledge and skills, but pay more attention to cultivating students' comprehensive qualities and sustainable development abilities. This includes cultivating their innovative thinking, critical thinking, teamwork skills, cross-cultural communication abilities, and more. In order to achieve this goal, vocational schools need to build a more comprehensive and systematic curriculum system, focusing on the internal connections and complementarity between courses, and forming a teaching system that integrates knowledge, skills, and qualities. It is also necessary to strengthen the practical teaching process, through simulation training, enterprise internships and other methods, to enable students to learn in practice and continuously improve their comprehensive quality and professional abilities through learning and practice.

2. The Current Status of Teaching Quality Evaluation for Professional Course Teachers in Vocational Schools

2.1 Timutimu Overview of the existing evaluation system

The current evaluation system for the teaching quality of professional course teachers in vocational schools is mostly built on the basis of traditional educational evaluation theory, aiming to measure the teaching effectiveness of teachers through a series of standardized indicators. This system usually includes multiple dimensions such as student evaluation, peer evaluation, self-evaluation, and evaluation by teaching management departments, striving to comprehensively and objectively reflect the teaching ability and level of teachers. In terms of student evaluation, most schools use questionnaire surveys or online evaluation systems to collect feedback from students on teachers' teaching attitudes, teaching content, teaching methods, and other aspects. These opinions are often regarded as one of the important criteria for evaluating the quality of teachers' teaching. Peer evaluation focuses on examining teachers' performance in teaching design, classroom management, teacher-student interaction, and other aspects from a professional perspective, through methods such as listening to and evaluating lessons. Self evaluation encourages teachers to reflect on themselves, summarize the gains and losses in the teaching process, and propose improvement measures. The evaluation of the teaching management department mainly focuses on the implementation of the teaching plan, the efficiency of the utilization of teaching resources, and the achievement of teaching results[2]. Although this evaluation system may seem comprehensive and diverse, it is often difficult to fully achieve the expected results in practical operation. On the one hand, due to differences in evaluation standards, methods, and other aspects among various evaluation subjects, the evaluation results have a certain degree of subjectivity and bias; On the other hand, the evaluation system itself may also have problems such as unreasonable indicator settings and improper weight allocation, making it difficult to comprehensively and accurately reflect the teaching quality of teachers.

2.2 Timutimu Existing problems and challenges

A series of problems and challenges have gradually emerged in the practical operation of teaching quality evaluation for professional course teachers in vocational schools. One of the main problems facing the current evaluation system is the single and lack of targeted evaluation indicators. Many schools overly rely on single indicators such as student satisfaction to evaluate the quality of teacher teaching, neglecting the contributions of teachers in teaching innovation, student ability development, and other aspects[3]. This single evaluation method not only fails to fully reflect the teaching achievements of teachers, but may also mislead them to focus on catering to students' tastes rather than improving teaching quality. The lack of transparency and impartiality in the evaluation process is also an urgent issue that needs to be addressed. Due to unclear evaluation criteria and non-public evaluation procedures, some teachers have questioned and expressed dissatisfaction with the evaluation results. This sense of distrust not only weakens the authority and effectiveness of evaluations, but may also affect teachers' motivation and work enthusiasm. The inadequate feedback mechanism for evaluation results is also a major challenge facing the current evaluation system. Many schools do not provide timely feedback to teachers after completing evaluations, or the feedback methods are single and lack specificity, resulting in teachers being unable to understand their teaching strengths and weaknesses in a timely manner, and thus unable to take effective measures for improvement. This approach of 'evaluation ends immediately' not only wastes evaluation resources, but also misses an important opportunity to improve teaching quality.

2.3 Root cause analysis

It is necessary to deeply analyze the reasons behind the above problems and challenges. The constraints of traditional educational evaluation concepts are one of the important reasons for the singularity of the evaluation system. For a long time, people have been accustomed to measuring the teaching quality of teachers based solely on exam scores or student satisfaction, ignoring the complexity and diversity of education. This concept not only limits the innovation and development of the evaluation system, but also hinders the practice of personalized and innovative teaching by teachers. The lag in evaluation techniques and methods is also an important factor affecting the effectiveness of evaluation. Currently, although information technology has been widely applied in the field of education, a mature technological system and methodology for evaluating teaching quality have not yet been formed. This leads to a large number of subjective and uncertain factors in the evaluation process, making it difficult to ensure the objectivity and accuracy of the evaluation results. The lack of systematic and scientific construction and operation of the evaluation system is also one of the reasons for the frequent occurrence of problems. Many schools lack clear guiding principles and scientific planning and design when constructing evaluation systems, resulting in frequent problems such as unreasonable setting of evaluation indicators and improper allocation of weights. At the same time, there is a lack of effective supervision and management mechanisms in the operation of the evaluation system, resulting in issues such as opacity and unfairness in the evaluation process.

3. Construction of Teaching Quality Evaluation System under the Background of New Quality Productivity

3.1 Reshaping the Evaluation Concept

In traditional teaching quality evaluation systems, emphasis is often placed on quantitative assessment of students' knowledge mastery, while neglecting comprehensive evaluation of students' abilities, qualities, and innovative spirit. The rise of new quality productivity has prompted a re examination of the original intention and value orientation of evaluation, with "people-oriented" and "comprehensive development" as the core of evaluation concepts. This means that assessment is no longer just a simple score pile up, but a comprehensive evaluation of students' comprehensive qualities, innovation ability, teamwork ability, and other multidimensional abilities. Assessment should pay more attention to the process, focusing on the growth and changes of students in the learning process, rather than just focusing on the final outcome.The reshaping of evaluation concepts needs to be reflected in the following aspects: firstly, shifting from a "knowledge-based" approach to a "capability based" approach, emphasizing the application of knowledge and the cultivation of innovative abilities; The second is to shift from "single evaluation" to "multiple evaluation", introducing multidimensional evaluation methods such as student self-evaluation, peer evaluation, teacher evaluation, and social evaluation; The third is to shift from "static evaluation" to "dynamic evaluation", focusing on students' learning trajectory and growth path, and achieving continuity and development of evaluation[4].

3.2 Construction of evaluation index system

The construction of the evaluation index system is the core link of the teaching quality evaluation system, which directly affects the objectivity and accuracy of the evaluation results. In the context of new quality productivity, the evaluation index system should be more comprehensive, scientific, and forward-looking. It should include the following dimensions. One is to evaluate

students' mastery of basic knowledge and their ability to apply the knowledge they have learned to solve practical problems. This includes both traditional disciplinary knowledge and the integration and application of interdisciplinary knowledge. The second is innovation ability and practical ability. Encourage students to participate in activities such as innovation skills competitions to evaluate their abilities in innovative thinking, problem-solving, and practical operations[5]. This is not only an important indicator for measuring the personal development potential of students, but also a core demand of society for future talents. The third is emotional attitude and values. Evaluate students' non intellectual factors such as learning attitude, teamwork spirit, and sense of social responsibility. Although these factors are difficult to quantify, they are of great significance for the long-term development of students. The fifth is the ability for sustainable development. The sustainable development ability of students is particularly important in the rapidly changing social environment. Assessment should focus on whether students have the ability to continue learning, self reflection, and adapt to changes.

3.3 Innovation in Evaluation Methods and Technologies

When exploring in depth how innovation in evaluation methods and technologies can become an inexhaustible driving force for advancing teaching quality evaluation to new heights, it must be emphasized that progress in this field is not only the accumulation of technology, but also the crystallization of the deep integration of educational concepts and practical operations. The emergence of new quality productivity, especially the flourishing development of cutting-edge technologies such as big data analysis, artificial intelligence, and cloud computing, has opened up an unprecedented path for the precision, intelligence, and efficiency of teaching quality evaluation. As a pioneer of this transformation, the power of big data analysis lies in its ability to connect seemingly chaotic data points in the learning process into lines, and weave them into vivid portraits of learning behavior. These portraits not only reveal students' study habits and interests, but also delve into the complex factors behind learning outcomes, such as learning environment, psychological state, and even social interaction. Through refined data analysis models, educators can gain insight into the unique growth trajectory of each student, providing solid data support for the development of personalized teaching plans, thereby achieving accurate and efficient evaluation.

The intervention of artificial intelligence further expands the boundaries of evaluation to areas that are difficult to reach with traditional methods. The maturity of natural language processing technology enables machines to "read" and understand students' homework, and provide meticulous correction and feedback. This not only greatly reduces the workload of teachers, but also promotes the continuous stimulation of students' learning motivation through an instant feedback mechanism. The sentiment analysis function of artificial intelligence has opened up a new dimension of evaluation. It is like a delicate psychological observer, able to capture students' emotional fluctuations and psychological changes in the learning process, integrate more humanistic care into evaluation, and promote students' comprehensive and healthy development.

The construction of cloud computing platforms is another important cornerstone of this technological innovation. It provides a safe, stable, and efficient operating environment for teaching quality evaluation with its powerful data processing capabilities, flexible resource scheduling mechanism, and high scalability. Through cloud computing platforms, evaluation data can be collected in real-time, seamlessly integrated, and intelligently analyzed, while supporting concurrent access by multiple users, breaking the information silo phenomenon in traditional evaluation systems. More importantly, it promotes cross school and cross regional data sharing and comparative analysis, providing strong technical support for the optimization and efficient

utilization of educational resources, and promoting the dual improvement of educational equity and quality.

3.4 Dynamic adjustment and continuous improvement mechanism

The teaching quality evaluation system is not static, but should be dynamically adjusted and continuously improved according to the actual situation of educational development. This requires the establishment of a comprehensive feedback and adjustment mechanism to ensure the scientific and timely nature of the evaluation system. One is to establish a feedback mechanism. Gather a wide range of opinions and suggestions from teachers, students, parents, and various sectors of society regarding the teaching quality evaluation system using methods such as questionnaire surveys, symposiums, and individual interviews. Simultaneously, establish a student growth profile to document the evolution and developmental trajectory of students throughout their learning journey, offering substantial material for evaluation purposes. The second step involves conducting regular evaluations and making necessary adjustments. This entails routinely assessing and refining the teaching quality evaluation system, drawing upon feedback and evaluation outcomes to ensure its ongoing relevance and effectiveness. Indicators and methods that are not suitable for the development needs of the times and have poor evaluation results should be revised or eliminated in a timely manner; We should actively explore and incorporate new evaluation needs and technological means into the evaluation system. The third is to strengthen training and guidance. Enhance the training and guidance provided to evaluators to improve their professional expertise and evaluation skills. By organizing training courses, seminars, and other forms, advanced evaluation concepts and practices can be shared to promote communication and cooperation among evaluators. The fourth is to promote the deep integration of industry, academia, research and application. Encourage universities, research institutions, enterprises, and other sectors of society to collaborate in the development and enhancement of the teaching quality evaluation system. Through the deep integration of industry, academia, research, and application, we promote the innovation and application of evaluation technology, and enhance the overall level of the teaching quality evaluation system.

4. Conclusion

By comprehensively analyzing the profound impact of new quality productivity on the teaching of professional courses in vocational schools, this article reveals many shortcomings and challenges in the current teaching quality evaluation system. This article proposes strategies for constructing a new teaching quality evaluation system to address these issues, emphasizing the need to shift from traditional to modern evaluation concepts and establish a comprehensive, objective, and dynamic evaluation index system; We should fully utilize new technologies such as big data and artificial intelligence in evaluation methods and techniques to achieve intelligent and accurate evaluation; Institute a mechanism for dynamic adjustment and ongoing enhancement to guarantee that the evaluation system remains contemporary and continuously evolves to meet the novel demands of educational reform. The new quality productivity provides strong impetus for the improvement of the teaching quality of professional courses in secondary vocational schools, and a scientific and effective teaching quality evaluation system is the key to achieving this goal.

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