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Optimization Path for Evaluation of Physical Education Teaching in Colleges and Universities

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Abstract: The current evaluation system for physical education in universities has obvious shortcomings. Traditional evaluation methods focus too much on skill testing and physical fitness standards, and the evaluation dimensions are relatively single. The existing process evaluation often becomes a formality and does not effectively pay attention to individual differences among students. These problems limit the comprehensive educational role that physical education should play. This study analyzed the causes of these problems and proposed targeted countermeasures. I hope to effectively stimulate students' enthusiasm for participating in physical exercise, promote the comprehensive improvement of their comprehensive literacy, and promote the return of the educational essence of university sports evaluation.

1. Introduction

Against the backdrop of the current "Healthy China 2030" strategy and the continuous promotion of the "Three pronged Education" reform in universities, the role of physical education teaching is becoming increasingly important. It is not only an important method to enhance students' physical and mental health, but also the main way to cultivate their lifelong sports awareness. The scientific and effective evaluation system of physical education teaching directly affects the quality of talent cultivation. However, many universities still use traditional sports evaluation methods, which often only focus on the results and not the process, and only look at skills and not literacy. Such evaluations often overlook students' participation and progress in daily exercise. At the same time, the evaluation subject is relatively single and mainly relies on teacher grading. In addition, there is a lack of scientific measurement tools and clear grading standards for core competencies such as physical development, sports skills, healthy behavior, and sportsmanship, which makes it difficult to fully reflect the comprehensive educational effects of physical education. This outdated evaluation system not only easily undermines the exercise enthusiasm of students with poor physical fitness, but may also damage their confidence due to the inability to meet unified standards. More importantly, it hinders the achievement of the goal of sports education. Therefore, improving the current physical education teaching evaluation system has become a key measure to promote the reform of physical education curriculum.

2. The main problems and reasons for the current evaluation of physical education teaching in universities

2.1. Main issues

Firstly, the current sports evaluation system has the problem of a single dimension, which cannot fully reflect the diversity of core competencies. The traditional evaluation model mainly relies on two indicators: first, physical fitness test scores, which account for about 60% of the overall evaluation; The second is the achievement of motor skills standards, accounting for about 30% [1]. However, non skill dimensions such as daily exercise habits, ability to apply health knowledge, and performance in sports ethics are often overlooked. This limitation makes it difficult to truly achieve the comprehensive educational goal of "cultivating morality through sports, enhancing intelligence through physical fitness, and strengthening the body through physical fitness".

Secondly, in terms of evaluation methods, process evaluation is now relatively rigid and often only follows a formality. Although many universities stipulate in their systems that process evaluation should account for 30% to 40% of the total score, in practice, this part of the score is often based solely on the subjective impression of teachers or simply deducted points based on attendance records. These practices cannot effectively reflect students' real progress, such as the actual improvement of sports skills or the phased growth of physical fitness levels. As a result, process evaluation lost its formative role and became just a tool for scoring.

Again, there is a clear imbalance in the evaluation subjects, with low student participation. Teachers hold over 80% of the evaluation power, while student self-evaluation and peer evaluation are often not truly implemented. These links lack clear and actionable evaluation criteria, and effective feedback mechanisms have not been established. Students can only passively accept scores, making it difficult to discover their shortcomings and find the direction for their next efforts through evaluation[2].

Finally, the current evaluation criteria are too fixed and do not fully consider individual differences among students. The existing system generally adopts a "one size fits all" requirement, such as a unified minimum standard line for 1000 meters of running. However, students have different starting points, physical conditions, and levels of learning engagement. This evaluation method that ignores differences allows students with poor foundations to repeatedly receive low scores, which can easily lead to frustration and even the desire to give up. It clearly does not conform to the basic principle of "teaching according to aptitude" in education.

2.2. Causes of Problems

The traditional evaluation model has many shortcomings, which are caused by multiple factors.

Firstly, there is no consensus at the conceptual level, and some teachers still view physical education courses as simply imparting skills rather than as an important way to cultivate comprehensive qualities. When implementing evaluations, they often only focus on whether teaching tasks have been completed, while neglecting the fundamental goal of whether students have achieved comprehensive development.

Secondly, there are obvious technical shortcomings, and currently there is a lack of a comprehensive digital system, which cannot collect real-time process data such as daily exercise check-in and heart rate monitoring, and it is also difficult to automate the analysis of dynamic indicators such as progress.

In addition, institutional safeguards are also inadequate. For example, in the process of promoting sports evaluation reform in universities, the supporting incentive measures are relatively lacking - the weight of teaching innovation in professional title evaluation is relatively low, which seriously

restricts the enthusiasm of teachers to participate in the reform.

Finally, there are also cognitive biases among the student population. Many students only view sports evaluation as a means to cope with exams and achieve qualification, without realizing the importance of self-evaluation and reflection, and their sense of subjectivity still needs to be strengthened.

3. Optimization path for evaluation of physical education teaching in colleges and universities

3.1. Building a dynamic evaluation system that combines process and results

Firstly, universities should refine the process evaluation measures. Specifically, classroom performance should be included in the assessment scope, including contributions to active questioning and group discussions, as well as daily physical exercise [3]. Students can record their extracurricular running or fitness time through the campus app and establish a graded goal mechanism for "basic tasks and challenge tasks". In addition, monthly periodic physical or skill tests will be organized as an important component of process monitoring, and the weight of process evaluation in the overall evaluation will be increased to 50% to 60%.

Secondly, a quantitative evaluation of individual progress is adopted to demonstrate respect for individual differences. The "value-added evaluation" method is introduced here, which measures the relative progress during the semester based on baseline data such as the total score of physical fitness tests and the starting level of skills at the beginning of enrollment. Its core focus is not absolute scores, but dynamic progress levels. For students with weaker foundations, personalized achievement targets will also be set up to ensure that every hardworking student receives the recognition they deserve.

3.2. Promote the collaborative evaluation model of multiple subjects

In terms of teacher evaluation, it no longer relies on subjective impressions for judgment, but emphasizes an evidence-based evaluation approach. Teachers need to objectively describe based on process variables, such as the number of exercises recorded on the app, video materials showcasing classroom skills, and using structured observation tools to avoid vague expressions as much as possible.

In the self-evaluation process for students, we should break through the tendency towards formalism and instead encourage deep reflection. Teachers can design stratified self-assessment tools for different grades: for lower grades, the focus is on skill mastery, while for higher grades, it is more about fostering healthy habits. Through questionnaires and reflection logs, teachers guide students to actively state their gains and losses, or record their physical responses and psychological experiences after each class, thereby promoting their self-reflection on the learning process. Teachers will regularly review these materials and provide targeted feedback[4].

In terms of peer evaluation, the evaluation method is no longer simply voting, but emphasizes collaborative observation and evaluation. For example, in group training activities, students will evaluate each other based on clear indicators, and this part of the score accounts for 10% to 15% of the total evaluation score. After the evaluation, a group discussion will be organized for students to share the results of the mutual evaluation, in order to promote the development of critical thinking and team communication skills.

3.3. Integrating digital technology to enhance evaluation accuracy and convenience

By building a specialized big data platform, it is possible to comprehensively gather multi-source data generated by students during their physical education learning process. This platform can

integrate real-time monitoring of exercise intensity and daily step count from smart wearable devices, automatically record extracurricular exercise situations through campus applications, and incorporate classroom performance data, such as sports skill videos and health knowledge test scores. Based on the above data, the platform can automatically generate the physical fitness change curve, skill development trajectory, and frequency of healthy behavior occurrence for each student.

On the other hand, intelligent analysis tools can be further introduced to assist in the evaluation process. For example, applying machine learning algorithms to deeply mine long-term accumulated process data: the system can identify individual students who are "frequently absent but rely on final intensive training" or "slowly improving skills but persevering", and push personalized evaluation suggestions to teachers. At the same time, using natural language processing technology, the system can automatically parse the text self-evaluation submitted by students, extract keywords such as "perseverance", "difficulty", "achievement", etc., thereby helping teachers grasp students' psychological state and learning motivation.

3.4. Improve evaluation feedback and incentive mechanisms

Firstly, abandoning the previous practice of only reporting sports scores to students at the end of each semester, and immediately providing detailed personalized feedback to students through a dedicated application after each process evaluation. At the same time, the system will also push targeted training methods, such as recommending a "starting reaction training game" to guide students to carry out targeted reinforcement exercises.

Secondly, diversified incentive measures: the evaluation mechanism is no longer limited to performance oriented, but establishes diverse honorary titles, such as "Star of Progress", "Health Expert", and "Team Collaboration Model", to recognize students who perform outstandingly in specific dimensions. For example, some students with weak physical foundations but able to persist in exercising, or those with generally good motor skills but actively assisting their peers, can be included in the evaluation and given corresponding rewards [5]. In addition, the results of sports evaluation are also linked to the recognition of "second classroom credits" and the "excellence evaluation" system. For example, in the scholarship evaluation process, priority will be given to recommending students with excellent comprehensive sports performance, thereby effectively enhancing students' initiative to participate in physical exercise.

Finally, schools and parents can jointly expand the collaboration among home, school and community: Regularly push children's sports learning reports to parents through the platform to help them keep abreast of their children's sports development. And encourage families to participate in sports exercises together, such as assigning sports tasks that require parent-child cooperation. At the same time, a cooperation mechanism should be established with community sports venues, and data on students' participation in sports activities outside of school can also be included in the scope of sports evaluation, such as gym check-in records. Through the above measures, schools, families, and social resources can be organically integrated to form a comprehensive and systematic evaluation ecology for physical education.

4. Conclusion

The optimization of physical education teaching evaluation in universities is essentially a systematic reform, with the core goal of achieving a fundamental transformation in evaluation concepts, that is, gradually shifting from the traditional selection oriented evaluation to an evaluation model characterized by development and diagnosis. By constructing a dynamic evaluation system that integrates processes and results, promoting collaborative participation of multiple stakeholders, introducing digital technology assistance, and improving feedback and incentive mechanisms, this

system can more comprehensively and scientifically reflect the development level of students' physical literacy, effectively stimulating their intrinsic motivation to participate in physical exercise. The fundamental purpose of this series of reforms is to achieve the overall educational goal of educating athletes.

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