

## Reconstruction of Teaching Quality Evaluation System and Construction of "Golden Course"

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**Abstract:** For the reform of higher education in our country, the construction of gold course is an important development direction. Through the scientific and reasonable construction of teaching evaluation system, we could better set up the course system and improve the quality of talent training. In the traditional evaluation system of teaching quality in colleges and universities, too much attention was paid to quantitative evaluation, which leaded to some problems in the process of education reform. With the continuous development of the times, we should design the overall teaching in colleges and universities, reconstruct the implementation process of the teaching quality evaluation system and the application of the evaluation results, and adopt a new evaluation mode that combines quantitative and qualitative methods organically, so as to improve the evaluation level and create a gold teaching classroom.

### 1. Introduction

In 2018, at the university undergraduate education conference, China first proposed to improve the teaching quality, first of all, we should improve the teaching quality of the course, so as to make the water course into a gold course. In September of the same year, at the national education conference, Xi Jinping also proposed that we should further deepen the reform of the educational system and reverse the unscientific evaluation orientation so as to effectively solve the problem of education evaluation baton. From here we can see that teaching quality is the ultimate goal in education and teaching, and classroom teaching is the most basic link in the education stage. If we can not effectively implement the relevant policies issued by the Education Department of our country, it is also futile. Therefore, colleges and universities should establish a set of perfect teaching quality evaluation system, so as to better motivate teachers, make them seriously complete the teaching tasks, improve their own teaching level, and promote the development of China's education [1].

### 2. Analysis of Current Situation of Evaluation System of Course Teaching Quality in Colleges and Universities

With the continuous development of science and technology in China, the evaluation system of curriculum teaching quality is also constantly updated and improved. Colleges and universities have established relevant management departments to be responsible for the construction of the evaluation system, and developed a specific evaluation management system. The system mainly includes setting evaluation indexes, implementing evaluation process, calculating evaluation results and using evaluation results. When setting up evaluation indexes, most of them are formulated by the Academic Affairs Office of the University, including the quality of teachers, teaching contents, teaching methods and other aspects. In the implementation of the evaluation process, the relevant functional departments of colleges and universities are mainly responsible for supervision, and students are responsible for scoring, so as to effectively evaluate the quality of teachers' curriculum teaching. While some colleges and universities listen to and evaluate the actual courses through school supervision, in addition, some

schools use the combination of two methods to evaluate the teaching quality [2]. When calculating the evaluation results, most colleges and universities use the quantitative method to score the teaching quality effectively, and according to the importance of the evaluation subject, the educational administration department will distribute the right and duty, and sum the evaluation results of multiple subjects, so as to get the final score of each teacher. However, this calculation method mainly focuses on quantitative analysis, and does not pay attention to qualitative analysis. In the application of evaluation results, most colleges and universities take rewards and punishments as the final evaluation means, and take appropriate rewards and punishments countermeasures by calculating and sorting the scores of teachers. However, there are still some colleges and universities that have not seriously studied the guidance of the evaluation results. Although they attach importance to the process of rewards and punishments, they have not made effective improvements, so that the incentive role of the evaluation system has not been fully exerted, and even has some negative effects. In a word, the evaluation of the teaching quality of university courses can effectively improve the teaching quality, but with the continuous development of the society, the traditional classroom teaching evaluation system has gradually shown the characteristics of limitation and lag, so it is unable to further guide the improvement of the teaching quality of courses, and is not conducive to the creation of gold courses in university teaching. Therefore, a new type of course teaching should be constructed Quality evaluation system [3].

### **3. Problems in Evaluation System of Course Teaching Quality in Colleges and Universities**

#### **3.1. Lack of Pertinence of Evaluation Indexes**

According to the indicators in my data platform data filling guide, we can know that curriculum teaching can be divided into accurate definitions according to the nature and type of curriculum. According to the nature of the course, it mainly includes theory course and experiment course. According to the classification of course types, it includes public compulsory courses, elective courses, professional courses, etc. Different courses have their own characteristics and requirements in the specific teaching process. In the face of students of different majors, the same course also needs to make different teaching objectives, and focus on different knowledge content. Moreover, the teaching requirements of the same course are not unchangeable, and its teaching content and teaching methods need to be able to meet the requirements of the development of the times. And for the same course to be explained by different teachers, then there will be some differences in the teaching methods. Therefore, if the unified evaluation indexes formulated by the educational administration office are used to evaluate the teaching quality of different courses and different teachers, there will be no pertinence, no incentive for teachers, diversified teaching methods for different course types and teaching objects, and no guarantee for the accuracy of teaching quality evaluation, so the teaching quality will not be effective Upgrade [4].

#### **3.2. Limitations in Evaluation Implementation Process**

In the specific implementation process of teaching quality evaluation, most universities' evaluation subjects include peers, supervisors and students. On the surface, the diversity of the evaluation subject can better build a three-dimensional evaluation system. However, in the specific implementation process, there are still some problems. Due to the lack of evaluation experience and the lack of understanding of evaluation indicators, there are not serious phenomena in the evaluation process, which leads to the inaccurate evaluation results. In addition, there are also some problems in the student union, such as the score of retaliation for teachers who are stricter in classroom teaching, which leads to the evaluation of students and can not effectively reflect the teaching quality of teachers. In the specific evaluation process, peers also have some problems such as insufficient energy input, unable to effectively go deep into the classroom to listen to lessons, and also hinder the feelings when evaluating and scoring, so they can not reflect the real situation of teachers. The teaching and evaluation conducted by the supervisor can only be divided according to the workload, subject

categories or colleges. It can't effectively ensure that many people evaluate the same teacher many times, and the evaluation objects of different supervisors are different, so it can't effectively grasp the unified scoring scale. The influence of subjective consciousness is large, so it's easy to exist. In addition, in the specific evaluation process, there are relationship and human relationship scores, which will also lead to the accuracy of the evaluation results.

### **3.3. Lack of Scientific Evaluation and Calculation Process**

When calculating the evaluation results, most colleges and universities mainly use the quantitative calculation method to grade and evaluate the college teachers according to the unified evaluation index formulated by the educational administration office. Finally, the Academic Affairs Office will make statistics on the scores of all teachers and get the total score of teachers' evaluation. Although using this method to calculate the evaluation results, it can effectively get the accurate scores obtained by teachers. However, there are still some limitations in this method, and in the process of evaluation and calculation, it is very difficult for the evaluation subject to use a very accurate score to evaluate teaching, and the number of points gap cannot accurately reflect the level of teaching and the quality of teaching. Therefore, it is not scientific, reasonable and objective to use the quantitative method to evaluate, and it is impossible to distinguish the teaching quality of teachers accurately through the evaluation score, nor to play the practical role of the teaching quality evaluation system.

### **3.4. Using of Evaluation Results Lacks Suggestions for Improvement**

To evaluate the teaching quality of curriculum, the result is not the purpose of evaluation, but to use the evaluation results to effectively solve the relevant problems in the teaching process of teachers, so as to further improve the teaching quality and achieve the teaching objectives. Colleges and universities should make teachers understand their own problems through the evaluation results, and reasonably optimize teaching mode, innovate teaching methods, design teaching content, guide students to self-management, stimulate students' desire for knowledge, improve students' ability of independent learning, so as to improve students' learning efficiency. But at present, in the process of evaluating the course teaching quality in most colleges and universities, there is a phenomenon of focusing on the results but neglecting the feedback. It only uses the evaluation results to evaluate the teachers and make the salary performance of the teachers, but does not apply the evaluation results to the improvement of the teaching process, which leads to the fact that the teaching quality has not been effectively improved. However, some colleges and universities have not even fed back the evaluation results to the teachers, which makes them unable to understand what problems they have in the teaching process and make further improvement [5].

## **4. Reconstruction of Teaching Quality Evaluation System in Colleges and Universities**

### **4.1. Overall Design Create Teaching Resources**

In view of the above problems, we should change them in general, so as to make the original evaluation system more perfect, and work out a unified evaluation index, optimize the calculation of evaluation results, and reasonably use the evaluation results, so as to better mobilize the enthusiasm of college teachers. The evaluation subjects are divided into three categories: peer, school Steering Committee and students. In addition, a perfect evaluation index and implementation scheme should be formulated. The Academic Affairs Office of colleges and universities can formulate the evaluation indexes and implementation plans for students, and be responsible for reviewing the indexes of peer evaluation and supervision evaluation. The peer evaluation should be based on the characteristics of the subject and the nature of the course to develop the corresponding evaluation index and implementation plan. Through innovative design, we can better mobilize the enthusiasm of its evaluation subject, and give more responsibilities to peers and supervisors, so that all parties can participate in it, and develop a more scientific and reasonable evaluation system of curriculum teaching quality.

## **4.2. Optimization of Evaluation Implementation Process**

In the specific process of evaluation implementation, we should analyze the historical data in the past, so as to clarify the three evaluation subjects and the specific rights and responsibilities and calculation methods in the teaching quality evaluation system. In the calculation process, quantitative analysis and qualitative analysis should be effectively combined to learn from each other, so as to avoid the errors caused by the three types of evaluation subjects due to personal emotions, relationships and other aspects, and improve the evaluation quality. By adopting three-party evaluation, we can better define the rights and responsibilities of the evaluation subject in the evaluation system, and adopt the relative comparison method to carry out effective rating. By using the qualitative analysis method, the evaluation results can be evaluated reasonably according to different grades.

## **4.3. Reconstruction of Evaluation Calculation Method**

In order to make a better evaluation system combining quantitative and qualitative analysis, a new evaluation calculation method should be adopted based on the analysis of historical data. First of all, the total evaluation score of teachers is calculated according to the year, while the evaluation results of peers and supervisors are settled by the steering committee and teaching units respectively, and submitted to colleges and universities according to the year, and the results are the final evaluation results of peers and supervisors of teachers this year. Student evaluation is organized many times according to the course arrangement, and the evaluation results are calculated in several times. If a teacher is evaluated many times, the average value of the evaluation results should be taken as the evaluation results of the students for teachers in that year.

## **4.4. Improvement of Application of Evaluation Results**

For the application of evaluation results, teachers should be able to optimize and improve their teaching methods according to the specific learning situation, so as to improve the quality of teaching. Therefore, colleges and universities should improve their own feedback and incentive mechanism. Through the establishment of feedback mechanism, peers and supervisors can give better suggestions for improvement in the process of listening to teachers, pass the feedback information to teachers in time, and further optimize their own teaching process. Through incentive mechanism, teachers' enthusiasm can be aroused, teaching methods can be innovated and teaching quality can be improved.

## **4.5. Curriculum Evaluation System**

The curriculum adopts a combination of formative assessment and summative assessment. The proportion of summative assessment is 50%. The proportion of traditional teaching process assessment is usually 30%, and the use of SPOC teaching mode needs to focus on process assessment, so it is The proportion of total scores has been increased to 50%. The formative evaluation data comes from the platform's learning records and evaluations of all students, including pre-class task completion, classroom performance, after-class assignments, and student mutual evaluation results.

## **5. Conclusion**

To sum up, with the continuous development of society, the education industry should further improve its own reform, through the establishment of a scientific and reasonable teaching quality evaluation system, so as to carry out an objective and scientific evaluation of the combination of quantitative and pricing for different disciplines of courses, improve the quality of teaching and learning in Colleges and universities in China, create a golden class, and promote the reform of education.

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