

## **On the Construction of the Management and Evaluation System of University Physical Education**

Song Yan

School of Physical Education of Bohai University, Jinzhou, Liaoning 121000, China

**Keywords:** University; Physical Education; Teaching Management; Quality Evaluation System

**Abstract:** Establishing a sound monitoring management mechanism and evaluation index system is an important link to improve the physical education quality. Besides, it is also a significant and urgent problem for the reform of physical education. Starting from the principles, monitoring and operating mechanism, system construction of the quality evaluation of university physical education, this paper aims to improve the management of university physical education. To meet the needs of quality education and conduct the guiding ideology of "health first" in school education, ordinary universities in China have begun to implement the "Curriculum Standards of Physical Education and Health". This will have a strong impact on the traditional physical education teaching mode and its teaching quality evaluation system. Only by changing concepts, emancipating the mind, and boldly reforming the traditional university physical education mode and its quality evaluation system, can we meet needs of the times.

### **1. The Current Situation and Reflection on the Management Mode of University Physical Education in China**

Any kind of teaching evaluation theory is produced and developed under certain social and historical conditions. Because of the differences in educational systems, politics, economy and cultural backgrounds among countries in the world, the management mode and evaluation system of university physical education present different features. For many years, most universities in China have collected feedback on physical education mainly through students' feedback or reports from the school of physical education. Moreover, the collection time is generally only in the middle and end of semesters. Practice has proved that the management mode of university physical education has the characteristics of planned economy and the traces of traditional educational thoughts. Firstly, the diagnose directly coming from students without experts' judgment is inevitably one-sided, which is often a non essential reflection. Secondly, the socialization of universities makes the physical education department become an administrative organization with a certain number of staff. Thus, for the sake of the partial interests of the department and the harmonious relationship among the staff, it is inevitable to report achievement falsely. Thirdly, only two times of physical education feedback are collected in one semester and the investigation takes a long time, which makes it difficult to solve the problems of teaching quality timely and directly affects its improvement. Thus, it is urgent to reform the old management mode and evaluation system of university physical education, and establish and improve a new one.

### **2. Principles of Quality Management of University Physical Education**

The management of physical education quality should be directional, comparable and feasible. The directionality here refers to the direction that fully reflects the development, reform and improvement of physical education. In other words, physical education and health course is a public compulsory course for college students with physical exercise as the main means to strengthen and improve their physique, health and physical literacy through reasonable physical and health education and scientific physical exercise. It is an important part of the school curriculum and the central link of university physical education. It is necessary to emphasize and guide teachers to organize teaching process scientifically, innovate teaching methods, and cultivate students' interest

in physical education and self-exercise ability. Comparability refers to the comparability of teaching quality management index. Namely, it should reflect the main features of physical education. Feasibility means that teaching quality management index should be easy to implement. Namely, the index selection should focus on reflecting the essential aspects of physical education. It should not only reflect teachers' working attitude, professional level and working ability, but also be accepted by teachers themselves.

### **3. The Monitoring and Operating Mechanism of Teaching Quality of University Physical Education**

The objective of "Physical Education and Health Curriculum" is to gain the expected results through the teaching practice, which is also its starting point and destination. Concerning the differences of students' physical development, the curriculum objectives are divided into the basic goal and development goal. The basic goal is determined according to the basic needs of most students, while the development goal is determined for a small number of students who have strong points and spare efforts, which can also be regarded as the goal for most students.

#### **The Monitoring and Management Organization for Physical Education**

This kind of organization should be separated from the executive body of physical education. Its members should be composed of teachers with good ethics, rich teaching experience, and special skills. Its function is mainly to accurately, extensively and timely collect and feed back information concerning physical education, and to provide consultation and reference for its reform.

#### **3.1 The Process of Monitored Objects Participating in Teaching Quality Monitoring**

The so-called "monitored objects" here include physical education teachers and students. It can reduce the human interference factors to the minimum if we let the monitored objects participate in the whole quality monitoring based on clear monitoring purpose.

#### **3.2 The Mutual Monitoring between Monitored Objects**

This is a necessary means to make the evaluation results of the monitored objects more fair and reasonable and the feedback adjustment more rapid and effective.

#### **3.3 The Diversification of Monitoring Methods and the Regularization of Monitoring Operation**

This is a serious problem in the implementation of quality monitoring activities of talent training in China. Moreover, it is also a problem that cannot be ignored in establishing and improving the quality monitoring mechanism of physical education.

### **4. The Construction of the Quality Evaluation System of University Physical Education**

The evaluation system of university physical education teaching quality should take students' physical and mental health and lifelong physical education as the ultimate goal. The evaluation of teaching quality is both the evaluation of teaching process and also teaching effect. However, as physical education teaching is a complex process, using any single teaching evaluation cannot guarantee the accuracy and authenticity of the evaluation results, so different evaluation methods should be chosen according to different situations. There are many methods to evaluate the physical education, including formative and summative evaluation in terms of forms. From the nature, it includes quantitative and qualitative evaluation. Among them, formative evaluation is implemented in the teaching process in a random and informal way; The summative evaluation is used after a certain learning stage and is only limited to summary. The quantitative evaluation is to reflect the teaching effect in the form of data and quantitative tables; The qualitative evaluation is to reveal and describe various features of evaluation objects through natural investigation. However, most people in the industry believe that it is relatively easy to grasp the evaluation results based on specific and comprehensive evaluation contents and standards. Meanwhile, it is also one of the methods of

teaching quality evaluation. Thus, it is necessary to establish a scientific, reasonable, effective and operable evaluation index system. Considering the successful experience of various colleges and universities, the author has reformed the evaluation index system based on comparing, analyzing and summarizing the teaching practice of university physical education. The methods of teaching evaluation by students and long-term monitoring management institutions (teachers) have been integrated, so as to design a quantitative evaluation table, seen in Table 1, 2, and 3.

**Table 1** Students' Evaluation Scale of Physical Education Teaching Quality

Evaluation index	Evaluation content	Item weight	Overall weight
Preparation	10 minutes in advance		0.10
	Sufficient and reasonable site equipment preparation	0.30	
	Good spirit and appearance	0.40	
Teaching content	Scientific and systematic teaching of sports knowledge, technology and skills	0.30	0.25
	Key points and difficulties in teaching	0.20	
	Teaching practice and protection methods	0.10	
	Reasonable arrangement of exercise load	0.20	
	Dissemination of sports culture and health theory	0.20	
Teaching methods	Coherent and compact teaching links, and the proper and orderly organization	0.30	0.25
	Inspiration and guidance for students' learning enthusiasm	0.20	
	Scientific, diverse and novel practice methods	0.30	
	Serious guidance	0.20	
Teaching skills	Concise explanation, clear expression		0.20
	Correct demonstration, skillful movement	0.30	
	Coordinated teachers and students, harmonious relationship	0.40	
	Fair and reasonable evaluation, true reflection students' learning	0.30	
Teaching effects	Establishment of the idea of health first, improvement of students' physical and mental health	0.30	0.20
	Acquisition of physical skills, cultivation of lifelong physical exercise awareness	0.40	

Note: The evaluation grade: excellent, good, medium and poor, same to Table 2, 3

**Table 2** Evaluation Scale of Physical Education Teaching Quality by the Long-term Monitoring Management Organization (Composed of Teachers)

Evaluation index	Evaluation content	Item weight	Overall weight
Curriculum standardization	Complete and standard teaching files		0.04
	Clear teaching purposes and tasks	0.25	
	Correct and standard explanation and demonstration	0.30	
	Standard teaching routine	0.30	
Arrangement of exercise load	Arrangement of total curriculum load	0.15	0.28
	Arrangement of basic partial exercise load	0.25	
		0.45	
		0.15	

	Reasonable arrangement of exercise and rest	0.15	
	Reasonable arrangement of recovery stage		
Application of teaching methods and means	Selection of teaching methods and means		0.25
	Ability to find and solve problems	0.25	
	Ability to organize and respond	0.20	
	Inculcation of sports cultural knowledge	0.15	
	Mobilization of students' learning enthusiasm	0.15	
Teaching attitudes	Serious teaching attitude		0.10
	Elegant appearance and clothing, model for others	0.40	
	Understanding of students and sense of responsibility	0.30	
Cultivation of students' learning ability	Cultivation of sports cultural awareness		0.33
	Cultivation of healthy mental and physical awareness	0.20	
	Cultivation of self-exercise awareness	0.25	
	Cultivation of self-exercise awareness	0.15	
	Cultivation of the ability to think and analyze problems	0.15	
	Cultivation of imagination and creativity	0.20	

**Table 3** The Category of Teaching Quality Evaluation

Evaluation category	Percentage(%)
Students' evaluation	50
Long-term monitoring management organization (teachers) evaluation	50

## References

- [1] Tong Zhu, Li Guiyang. The Current Situation and Reform Trend of Physical Education Evaluation. *Journal of Physical Education*, 2003(3):90-93.
- [2] Li Xiaodong. Founding and Perfecting the Control Mechanism Function of the PE Teaching in University. *Journal of Physical Education*, 2002(2):67-68.
- [3] Huang Zhuo, Cheng Qilian, Sang Xiaoyan, et al. A Study on Assessment of the University Graduate Physical Education——Introducing the Theory, the Method and the Pattern of the Three "Wholes". *Journal of Hubei Sports Science*, 2002(2):195-197.