On Improving Higher Vocational College Education Quality Assessment

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Abstract

Teaching quality assessment is a judgment process by using the theory and technology of education evaluation system to test whether the process and result of teaching have got to a certain quality level. Many vocational schools have established teaching quality assessment systems of their own characteristics as the basic means to do self-examination and teaching behavior adjustment. Combined with the characteristics and requirements of the vocational education and by analyzing the problems exist in contemporary vocational school, form the perspective of the content, assessment criteria and feedback system of the teaching quality assessment to optimize the system, to complete the teaching quality information net and offer suggestions for feedback channels, to make the institutionalization, standardization of the vocational schools and indeed to make contribution for the overall improvement of the quality of vocational schools.

1. Introduction

Teaching quality assessment is based on the training objectives of the talents, by using operable scientific methods, gathering information and carrying analysis work through the system, do value judgment for daily education processes and results and provide reliable information process for completing the education activities and education decisions. As an undivided part of higher education teaching management, teaching quality assessment has already become an efficient way of improving teaching quality, adjusting teaching behaviors and improving teaching levels.
Many vocational schools have established teaching quality assessment system and evaluation principles for the system, and by constructing the teaching quality assessment system with its own characteristics, this system has become a pivotal part of the teaching quality management.

2. Problems exist in current vocational teaching quality assessment system

2.1. Emphasize on class-teaching evaluation while neglect teaching practice

At present, the teaching quality assessment for higher vocational schools is carried on classroom teaching evaluation, course teaching evaluation and professional teaching evaluation. As the most commonly used one, classroom teaching evaluation includes teachers teaching quality, students studying quality and so on. The evaluation of teachers teaching quality is focus on teachers and teaching activities, to evaluate the quality of “teaching” and set the teaching quality evaluation as the major part. Students studying quality emulation target on students and their study activities, to evaluate the “studying” quality. By evaluating the learning outcomes to reflect the quality of teachers’ “teaching” and students’ “studying” activities, in this way to enhance the teachers’ quality and students’ studying efficiency, and the results of students’ studying quality evaluation are served as the most important information index. Most school emphasizes class-teaching evaluation in the classroom while neglects researching the content of teaching courses, curriculums and the market demand of our society and the evaluation of student activities and study effect, what’s more they attach less importance to teaching practices.

Vocational education aims at cultivate highly skilled talents to meet the demand of the markets, extricate and practice are the key point of fostering the practice skill of students in class. However, the teaching process evaluations of many vocational schools are laying particular stress on classroom teaching and theory study, but experiments, extricate and practice are the weak parts of the evaluation process especially in providing internship for students in the outside factories or to apply the knowledge to practice, people can not get to know whether students have acquired the skills through actual practices.

2.2. Emphasize on form while neglect effect

Many schools have established a set of teaching quality assessment system, such as supervisor evaluation, peer evaluation, student’s evaluation, teacher evaluation and other diversity forms combined with the teaching examination, teachers-students discussion to monitor the teaching quality. Through this process, for the teaching quality evaluation is conducted by the appraise staff based on the evaluation index to judge the teaching effect of the teachers in class, that is to say the understanding degree of the appraise staff can affect the evaluation results to some extend. In addition, because of some students did not correctly understand the significance of the participation in teaching quality evaluation, they deal this with a careless manner and evaluate the teachers to their own preferences or even express their resent to the teachers, all these can affect the authenticity of the evaluation and the reliability is doubtful. The main body of the evaluation can influence the comprehensiveness, impersonality and righteous of the final results.

To achieve the goal of teaching quality evaluation, in addition to get a comprehensive, objective and guidable result, how to handle the result is of more importance. Timely feedback on teaching quality evaluation result can make teachers know their strengths and weaknesses, then to encourage teachers to take full advantages of their merits and avoid their demerits and realize the actual meaning of this evaluation. In practical teaching quality evaluation process, a great number of vocational schools think highly of check and text but lack of necessary feedback system for the results after the evaluation, they just inform the appraised person the result. Nevertheless, this fraction can never reveal standards and the problems in teaching so pertinence adjustment can not be made, the existed problems can not be solved or come up time and again, this also lessen the effectiveness of the evaluation.
2.3. Evaluation index lacked scientific and reasonable teaching quality

In order to convince the school management, universities have developed a set of standardized teaching evaluation system for different courses. This fixed, formal teaching quality specification has advantages of unified in standard, simple for conduct and easy to compare; however, it blurs different requirements for different types of course, ignores the differences between disciplinary and diversity of teachers and as a matter of fact, the reality restricts the personalities of teachers, the formation and development of different teaching styles, characteristics of different professions and the actual teaching situation cannot be accurately reflected. This evaluation system also affect the accuracy and actual results, this simplex, unified and lack of specific evaluation standard tends to make ultimate assessments for teachers, less concerned with the teaching quality, ignored the complexity, uniqueness and creativity of teaching so it is difficult to motivate the enthusiasm of teachers from their heart. When making evaluation standard, schools tend to emphasize the evaluation of teachers’ classroom teaching while ignore the teaching effect on students: most schools put evaluation methods on campus net for students to vote from the perspective of teachers teaching attitudes, content, methods and effectiveness. However, because of this way is so simple and the evaluation content, items are not so clear so it is not beneficial for the judges to make object and accurate evaluation through what they observed. In the same-rank or higher-rank evaluation process, for the appraised person are from different professional areas, they give their scores just by the appearance and awareness when evaluating non-professional teaching, this may also devaluate the reliability of the system, what’s more this can not reflect the actual level and quality of teaching accurately.

3. Three suggestions for improving vocational teaching quality evaluation

Vocational education aims at training those high-skill talents being required in production, construction, service and front line management field. This is reflected in teaching activity, one of the outstanding characteristic is its applicability. Thus, the students’ practical operation skills must be emphasized. Teaching should give much priority to practical efficiency so as to reflect the actual requirements of the social economy development within its service area, and to full embody the immediate and future needs of economy and social development. Traditional teaching quality evaluation focuses on the identification and tends to adopt the summarizing assessment quite often; it pays close attention to the evaluation result. As the teaching quality evaluation goes further, the sustainable development of education would become the necessity of higher vocational education development; vocational education will be improved without any doubt. With the help of the constant evaluation throughout the teaching, those common problems would be found and the teaching quality would be promoted, in that case, teachers, together with students, would be developed in an all-round way. Teaching quality assessment is a complicated systemic project, which has to ensure the scientific, and operability, impartiality and comparability. Apart from that, the construction of information feedback system is also of great importance.

3.1. Improving and optimizing the teaching quality evaluation system

The quality connotation of higher vocational education includes the students’ practical ability and professional skills, pioneering consciousness and innovative ability, society adaptation ability and occupation morality and so on. In allusion to its characteristics, a positive teaching quality evaluation system should base upon the polyphyletic mainstay evaluation toward the whole teaching process from perspectives of all-round and multi-angle observations and evaluation. The main content of this evaluation contains of two parts: one is the teaching quality; and the other one is on the course and profession. The former part is manifested through the teachers’ “teaching” and the students’ “learning”. Most of the schools acquired that relevant information through commentary method. Through appraising the teacher’s teaching ability by the leaders, supervisors, peer, the teacher himself and the students, his skill may be comprehended. Likewise, then how much knowledge the students have learned is reflected by the teaching effect, which is calculated by the examination mark of the tested class. The academic examined score and
the practical score would be calculated in a certain proportion according to the discourse category and then the student’s accessed mark would be clear. The appraising mark, plus the teaching effect mark, could roundly describe the general situation of teaching quality.

Apart from appraising of students and teachers, teaching quality evaluation also includes assessment for discourse and professional teaching quality. The teaching quality of one curriculum is judged by the AVG of all the marks of the whole relevant teachers. And a professional teaching quality evaluation score is equal to the sum of the professional score divided by the total number of courses. The systemic professional construction level could be evaluated accurately, provided that a scientific and reasonable theoretical teaching evaluation system and a practical teaching evaluation system were established.

Higher vocational education aims at cultivating occupation skills, it focuses on whether the curriculum teaching ability target is attained or not. As for teaching, it tends to put much more emphasis on training the students’ practical operation skills and highlighting the characteristic of occupation and position. Therefore, the curriculum types and teaching models are diversified, for example: experiment curriculum mainly constitutes of observing and demonstration; practicing curriculum which mainly tries to train skills; besides, curriculum which is compounded of engineering and social practice link. As a result, higher vocational colleges should take the different curriculum characteristics into consideration and design a scientific reasonable evaluation system.

3.2. Standardizing teaching quality assessment criteria

Assessment criteria are the core of teaching quality value system. Whether the index is comprehensive and scientific or not should be responsible for the success of this evaluation system. Its evaluation content should give full expression to the specialty of junior education. Meanwhile, reasonable theoretical teaching evaluation system and practical teaching evaluation system should be constructed so as to highlight the profession and occupation characteristics.

Comprehensive refers to all the subjective factors, as long as they would probably affect, determine, reflect or represent teaching quality, should be brought into the assessment scope. While for scientific, it means that those value indexes and weight should be able to fully reflect the objective corresponding relationship between teaching activity and teaching effect, and further to reflect the inherent proportion of all aspects. The construction of a comprehensive and scientific evaluation index is of necessity; however, it should base on different professions, different training targets, and different fostering goals. In that case, the system would turn out to be diversified and full of categories. It is also meaningful to make a systemic analysis on the whole factors which affect teaching quality, and then sift the essential factors with commonness which could directly reflect education quality, and then set these factors as the value index, after that, a practical and flexible value system would be established according to the various evaluation subject and curriculum specialty.

All relevant factors should be absorbed actively so as to benefit making value index, especially those students as evaluation subject and those teachers as object should not be ignored either. Students’ participation in assessment criteria designation could highlight their principal role in teaching, and meanwhile, their enthusiasm and initiative would be stimulated. Meanwhile, as they have directly or indirectly involved in the whole process of index designation, they would be able to make a correct understanding of each index connotation, in this case, the objectivity of the index activity can be ensured. Teachers’ participation, on the other hand, reflected that the school pay much respect to their right autonomy, make them understand the meaning of teaching evaluation and the accordance of the assessment schedule. In that way, teachers would accept the criteria psychologically and cooperate with the school more actively.

3.3. Perfecting the teaching quality information feedback network

This assessment aims at discovering and solving the existing problems, improving education quality, strengthening course construction and promoting teachers growing construction. Through carrying out this
assessment, the administrative department could make an understanding of the teaching situation timely and accurately and then find out the problems as well as the insufficient, then take steps to ameliorate those problems, in this way to safeguard and promote the teaching quality. Information feedback is an important component of teaching quality assessment. In order to achieve its purpose, apart from acquiring those comprehensive, objective, and instructive assessment results, how to deal with these results is of much more importance. The assessment result should be fed back to the teacher in time to make him realize his good points and shortcoming, so that he would adopt the former and avoid the latter. The immediate feedback information makes the evaluated know his advantages and disadvantages, acquire his real teaching level, promote his ability and finally serve the assessment goal. Higher vocational schools ought to establish effective information processing and analysis system to make sure that the system works in good condition and the feedback information is fluent, timely and comprehensive. Simultaneously, it is necessary to arrange specially-assigned person to track the feedback information and ensure the problems was solved and implemented.

Put the following mentioned into conclusion, higher vocational college must follow the regular rules, highlight the practical teaching characteristic, establish scientific and reasonable teaching quality assessment system, form an analysis, evaluation and feedback mechanism, so as to perfect the education. Through these measures, teachers would firmly bear quality consciousness in mind. Moreover, good teaching environment would stimulate and inspire the vast teachers and comprehensively improve the teaching quality.

Reference


