Construction the Quality Standard and Evaluation Mechanism of College Student’s Social Practice

Zhang Wen, Li Chengtao

Shaanxi University of Science and Technology, Xi’an, Shaanxi, China

Abstract

After investigation and research, we set up a scientific, comprehensive, reasonable Curricular and social practice quality standard and evaluation system which can adapt to our practical teaching well. It would ensure social practice teaching effect, improve their innovative ability.

Keywords: Curricular and social practice, quality, evaluation

1. Introduction

In nowadays, the students' innovative spirit and practical ability had become a hot topic in today's society, the social practice was a effective form of cultivating students' innovation spirit and practice ability. But, long-term since, many colleges and universities located college students’ social practice activity work as a work out of the teaching work, but only activities leading by the Communist Youth League. This didn’t buring the social practice into school’s important part of teaching and management, and even some schools thought this activity not essential and may or may not be needed. So during the process, insufficient understanding, strictless management, standardless assessment, scienceless guidance could be seen everywhere. The process was certainly failing to cultivate the comprehensive quality and innovation ability. In my school, we set the courses in social practice curriculum of practical activity for undergraduates from 2008 grade. In order to regulate the social practice teaching process, guarantee the social practice teaching, developing a set of scientific, comprehensive, reasonable, adapted to the social practice quality standard, evaluation system and quality monitoring system had very important theory meaning and practical value.

2. Making evaluation standards of the class social practice

During our school’s social practice, we asked students go into the towns and villages, militaries, scientific research institutes, enterprises and institutions during cold or summer vacations to understand social and society. And the office of academic affairs and Committee made the corresponding
requirements and specifications on primary, intermediate and senior social practice content. Therefore, the social practice’s form and contents the students carried on was diversificational.

Some students cherished the opportunity very much, they put more in-depth understanding, investigate in detail and research serious during their practice, from which they gained lots of knowledge which is difficult to learn from the textbooks. However, some students just meet up. They just looked for a unit or village in their hometown to talk a few words as their practice content, this didn’t achieve the fundamental objective of social practice. Therefore, in order to improve the effect of the practice teaching, regulating students' practice content put a great significance role.

2.1 Primary social practice

Primary social practice is major of social role experience practice activities such guided with understanding and an acknowledging the social. Its form contained post experience, social work, work-study, work in the public interest, and so on, the time was required more than 2 weeks.

2.2 Intermediate social practice

Intermediate social practice is major of practice activities such as investigation combined with a specialized subject, business investigation, professional services and other activities. Its form contained job experience, social investigation, research propaganda, education support, the time was required more than 2 weeks.

2.3 Senior social practice

Senior social practice is major of practice activities which could develop the ability of occupation, serving the society, also could improve students' competitiveness in employment. Its form included social investigation, research, and entrepreneurial practice, popular science propaganda education, agriculture, health services, legal aid, the dissemination of culture, helping disabled students, policy propaganda, skills training, technology services and other activities, the time was required more than 2 weeks.

3. Making the qualification standards of the social practice guidance teacher

In our school, most of the social practice guidance teachers were college counselors. But the counselors’ level was various. Many counselors were not vocational, they seldom involved in social practice experience before working, so their knownage of the organization way, the content of practice, guidance mode and evaluation system of the social practice were less and less. If they started to work directly involved in guiding social practice at the beginning of the work, they would be lack of many thing in personal experience.

After investigating other universities and combining with our actual situation, according to the different levels of social practice, we made the qualification standards of social practice guidance teachers in many aspects, such as guide teachers’ social experience, knowledge levels and sense of responsibility to ensure the practice quality. This standards would guide the process of teachers’ selection, drawing up of the teachers’ job duties.

3.1 Standards of the primary social practice guidance teacher

(1) More than one years experience as assistant, rich social experience;
(2) High level of Marx's academic level and policy, good diathesis of ideological and political quality, could consciously adhere to the four cardinal principles and the course policy of the party;
(3) adhering to the principle of student and moral education first, having good occupation morals, being good at communicating, having a strong sense of responsibility and mission;
(4) being familiar with students' ideological and psychological characteristics, having organizing, analysing and solving practical problems ability;
(5) could readily understand and grasp the trend of students' thought, strengthen the ideological education of foresight, targeted, the detect and solve problems timely.
3.2 Standards of the intermediate social practice guidance teacher

In addition to the primary social practice guidance teachers’ conditions, the intermediate social practice guidance teachers were asked to have the same or similar major with the students they guided.

3.3 Standards of the senior social practice guidance teacher

In addition to the intermediate social practice guidance teachers’ conditions, the senior social practice guidance teachers should have the professional title of lecturer at least, also they should have rich teaching experience.

4. Making the allocated standard of social practice guidance teachers

Because of the limited energy, we must provide the allocated standard of the social practice guidance teachers to ensure the social practice effect.

1) the primary social practice: not less than 2 teachers every 4 classes;
2) intermediate social practice: not less than 2 teachers every 4 classes;
3) senior social practice: not less than 2 teachers every 4 classes, of which at least 1 was professional teacher.

5. Making the evaluation standard of the social practice

Evaluation system played an important guiding role for university students’ summer social practice. If the system layed particular stress to results, part of the students would put their energy in the practice of getting leadership’s signing, sealing and so on. So it was pointless. Therefore, in this paper, through a questionnaire survey, holding an informal discussion, we understood students' social practice’s difficulties, then made science, reasonable social practice evaluation method and system guided whith the principle of people-oriented, correctly guided the students to participate in the activities actively. This system Included personal achievements appraisal (practice diary, report, personal experiences, pictures, photographs), specific content evaluation (for each stage of the practice content, if the specific activity content students selected was contacted whith the subject, activity of the workload was full or not, and so on), evaluation of the training effect etc.

6. Constructing quality supervision and control system of the social practice

Social practice included a number of links, the formulation of the policy, the organization and guidance of the activities and the examination all played a very important role to the practice effect. To evaluate the effect of the social practice activities, ultimately lied in whether students truly learned from practice, really understood society, really improved themselves’ ability of practice and innovation. For these, we also needed to build a set of social practice system course in quality supervision and control, which would be used to guide the practice developed correctly and orderlyt.

7. Ending

Social practice was a obligatory course for college students to know the society, and an important way to cultivate the ability, improve quality and personality. In order to ensure the social practice teaching effect, we must combined the objective management to process control, let process control as the achievement of the quality objectives. Built scientific, perfect teaching quality standard and evaluation system, and timely summarized experience, improved continuously, so that the students would obtain a benefit in social practice activities.
References

