

Research on the Risk and Effectiveness Improvement of Students' Teaching Evaluation in China

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Abstract—In response to a recent call for research on the effectiveness and efficiency of current college students' teaching evaluation, this article synthesizes how the current teaching evaluation system in Chinese universities effect on teaching improving practice. Adopting the a general inductive approach, this paper analyzes the current situation of teaching evaluation at A university, and summarizes the goal of establishing the evaluation system and outlines the three main issues of the current system. A review of the history and development of teaching evaluation domestic and abroad is also presented. Implications for improving teaching evaluation are discussed, and calls for student training, index system-perfecting and scientific results-using involvement are made.

Keywords—*university; student; evaluation of teaching; effectiveness*

I. INTRODUCTION

In the 1920s, developed countries began to learn from the "customer-oriented" enterprise management thinking, trying to give teachers a comprehensive evaluation of teaching quality through the way of students evaluate teaching, so as to provide a basis for improving the teaching quality of university teachers. After experiencing the development stage of "emphasizing on research but ignoring teaching", with the general development of teaching level evaluation in colleges and universities, the quality of teaching management in colleges and universities tends to be evaluated through quantitative thinking. So far, student evaluation has almost become a popular "compulsory course" in Chinese universities. This paper summarizes the original intention of the establishment of the teaching evaluation system in Chinese universities, analyzes the current situation and possible risks of the teaching evaluation system, and on this basis puts forward countermeasures and implications to improve the teaching evaluation system.

II. THE GOALS OF CHINESE COLLEGE STUDENTS' TEACHING EVALUATION

After the reform and opening up, After the 1990s, Chinese universities generally began to use the quantitative questionnaire index system to measure the teaching quality of teachers and collect students' Suggestions for teachers' teaching improvement, with two specific functional goals.

A. Promoting teachers to improve teaching through evaluation

One of the driving forces for teaching evaluation in China is the increasingly fierce competition among universities, whose evaluation and ranking determine the government funds and resources available to universities. One of the effective means to improve the evaluation score is to implement quantitative management of teaching, which has become the management concept of many universities. The teaching evaluation system breaks the original teaching mode and teacher-student relationship, and makes students become supervisors and evaluators. Through teaching evaluation, teachers' lecturing behaviors are restrained, thus inspiring teachers to improve teaching quality and standardize teaching behaviors. For example, A school will publicize the ranking of teachers after the evaluation of teaching and give verbal praise to teachers with high scores. In addition, the establishment of the student evaluation system has opened up a channel for students to express relevant opinions and suggestions, which provides an institutional guarantee for students to express their teaching intentions^[1].

B. Ranking teachers according to the evaluation

Ranking mostly according to research papers and research project as a standard of promotion before evaluating system used, then the quantitative evaluation of undergraduate course assessment indicators show the standard. In order to improve

the output of scientific research, universities began to pay more and more attention to efficiency. Teachers are divided into teaching type and researching type two categories which form a complete set of different reward and promotion policies. Accordingly, the quality of teaching requires quantitative indicators; the administrative department of university began to adopt the way of principal-agent. As an important criterion for teachers' teaching quality, teaching evaluation results are used to grade teachers, and excellent teachers are selected with honors, allowances, special promotion channels or punishments. For example, teachers whose average grade of A is below 80% are punished; they are not allowed to get promotion chance. Teachers with a 40% mark for five consecutive years can be promoted through a green channel directly.

III. THE RISKS OF TEACHING EVALUATION

Studies have pointed out that students' evaluation of teaching has issues such as lack of professionalism, lack of reliability and validity, and insufficient motivation of students. For example, students who seldom or never participate in online SET tools reported a willingness to invest, at most, five minutes in the process, though the majority never even open the online evaluation links when they receive them^[2].

A. *Collusion between teachers and students*

Customer-oriented evaluation is one-way, and there is no interest relationship or conflict of interest between the two parties. In contrast, teachers and students at universities are stakeholders, forming a balance relationship. Teachers do best to get high marks in evaluation and students try hard to get high marks in exams. The result is that both sides effort to satisfy each other. Existing studies have shown that for every 1 point increase in curriculum score, students' teaching evaluation score significantly increases by 2 points, and cooperation or "collusion" is generated between students and teachers around students' teaching evaluation score and course score^[3]. In the evaluation of teaching, students often express their dissatisfaction with the normal teaching process, such as "too many roll calls", "too many small assignments", "too many questions", etc. Subject to evaluation result, some teachers tend to cater to the students, for example, without attendance or to minimize the number of check on work attendance, before the exam to underline key examination questions, no punish to the late arrival, acquiescence absence, improve the passing rate, relax class management standards to cater to the students' satisfaction, this has negative influence on the education quality. It cannot be denied that there is a strong correlation between the 100% passing rate of arts majors and the teaching evaluation system. In order to meet the teacher's preference, students tend to gift high scores and grade points to teachers.

B. *Insufficient reliability of teaching evaluation*

The reasons derived from students' subjectivity and the factors in the external environment of teaching evaluation have an important impact on teaching evaluation behavior. The following analysis is made in combination with the experience of A school. Firstly, insufficient communication of evaluation and teaching information. Due to the shortage of human resources in the administrative department of school A, there is not enough publicity for teaching evaluation, and there is no

training or detailed explanation for teaching evaluation. As a result, students do not have clear objective cognition of the indicators, purpose, role and significance of teaching evaluation, and there is a deviation in teaching evaluation and scoring. Secondly, students lack initiative. Subjectively speaking, teaching evaluation is regarded as a burden or a task that some students have to complete. Every year before the system is closed, a university will issue a notice through the school, mobilize the instructors to communicate with the students who do not take the initiative to evaluate their teaching and urge them to complete the evaluation. Some students do not have a positive attitude towards the evaluation of teaching, scoring is more casual, five minutes to complete all the subjects of the evaluation of teaching. Often appear in reality from the Internet copy plagiarism comments, to multiple teachers with the same comment phenomenon. Thirdly, factors such as class capacity, teacher's professional title, teacher's affinity and after-class interaction are the disturbance variables that affect the evaluation of teaching scores. In A university, professional courses with small class size (1-15 students) have higher scores, while courses with small number of students have more interactions, which is more conducive to promoting students to understand the teacher comprehensively and grade the teacher objectively and fairly. In contrast, optional courses with a class size of more than 100 students generally get lower scores, represented by general education general courses and political courses. Fourthly, when different student groups are evaluating different teachers and the evaluation subject and the evaluation object are completely different, it is obviously unreasonable to compare the scores.

C. *The evaluation index system is not scientific*

The current teaching evaluation index system is usually investigated in the form of quantitative questionnaires. The questions designed in the questionnaire are relatively macro, with a high degree of abstraction, and lack of variable manipulation. There are very few open questions and evaluations, which lead to serious problems in the reliability and validity of the teaching evaluation index system. The teaching evaluation result is not the target of the teaching evaluation system, but the purpose of the students' teaching evaluation is to let teachers collect students' feedback information on the basis of understanding students' learning status. Based on the feedback, specific problems in teaching can be identified for improvement and teaching experience can be summarized. However, the current teaching evaluation index system tends to give quantitative scores, and gives a very small proportion to student comments. As a result, teachers only know their own scores and rankings, and students' brief comments provide little information, which cannot provide any reference for improving teaching. A school of appraisal results is not combined with the teaching reflection, teachers according to the comments cannot reflect on their teaching. "students usually reviews almost no advice, all the word are praise". "why should students wrote my comments are all advantages, but my score was very low". In this case, the teacher according to the comments to improve teaching essentially violates the appraisal target.

IV. IMPLICATIONS TO PROMOTE THE EFFECTIVENESS OF TEACHING EVALUATION

A. *Conduct training before teaching evaluation to ensure consistent evaluation standards*

The evaluation of teaching needs systematic training for students before the evaluation, so that students can understand the purpose, significance and matters needing attention of the evaluation of teaching, answer specific questions in the evaluation of teaching questionnaire in detail, guide students to correct the attitude of evaluation of teaching, and make requirements for the answers of open questions. Let students know in advance the impact of teaching evaluation on teachers and the risk of malicious evaluation, and rationally understand the possible negative impact of their own teaching evaluation behavior on teaching evaluation. At the same time, in terms of evaluation scale, we should strengthen training, ensure that all students use the same standard, establish the unified scoring index of the whole school, and ensure that English, politics and other public courses of the whole school get a fair score.

B. *Improve the teaching evaluation index system*

First, improve the teaching evaluation questionnaire. Change the current macroscopic and teacher-centered questions into student-centered questions, and refine the questions of the questionnaire for teaching evaluation. Change the fuzzy questions into clear and specific questions. Improve the proportion of open questions, and combine the answers of open questions with teachers' comments to form teachers' teaching quality feedback. Second, processing the original data and avoid using of raw data. On the basis of the raw data of students' evaluation of teaching, process and analyze the raw data, and eliminate the disturbance factors that are not related to the evaluation results, such as the extreme value, the nature of courses, the number of classes, the teaching experience of teachers, etc. The correction of the original data can reduce the error of the evaluation score as much as possible. Third, the evaluation system needs to be connected with the attendance system. The system automatically screens the students with more absences and excludes them from the teaching evaluation system. The students with more absences do not understand the overall teaching situation of the teacher, and the teaching evaluation is not objective enough.

C. *Use teaching evaluation results reasonably*

First, students' evaluation of teaching can partially reflect teachers' teaching level, but students' evaluation is not the only criterion for evaluating teachers' teaching quality. Universities need to use the evaluation results scientifically, closely combine students' evaluation of teaching with effective peer evaluation, and increase the professionalism of teaching evaluation. Second, teachers should not be rewarded or punished on the basis of the results of the first teaching evaluation. Universities should use a dynamic perspective to average the teaching evaluation results over several years. Third, we will strengthen training for young teachers. Teachers with short entry time need time and space to grow up.

Currently, there is a shortage of university teachers. After one week of training at universities after graduation, graduates begin to give lectures. To a large extent, teaching evaluation conceals the contradictions in higher education teachers, transferring the reality of low training and preparing to teachers with low scores, who are usually young and inexperienced. The evaluation of teaching needs to combine the characteristics of teachers, to improve the teaching effect as the ultimate goal, the low score of teachers for systematic training.

V. SUMMARY

There is still much to be discussed about the reliability, validity and influence of students' teaching evaluation. In the research on the evaluation of college teaching level, scholars are constantly committed to carry out in-depth and detailed research on students' evaluation of teaching, so as to continuously promote the optimization of this method and improve its reliability^[4]. The management of Chinese universities is characterized by administrative and non-professional features, and the administrative departments have many deficiencies in student management and teacher training. These contradictions are often covered up by the evaluation system. The existence of teaching evaluation system is reasonable, which can be used as an important means of teacher motivation, as well as an important channel for teachers to reflect on teaching and improve teaching level. The current system of teaching evaluation deviates from the original policy goal due to many factors, such as the main body of teaching evaluation, evaluation environment and evaluation management. Universities need to make efforts in improving the evaluation system, making scientific and reasonable use of the evaluation results, improving the communication between the evaluation and teaching management departments and students. So that the evaluation and teaching system can truly play the role of improving teaching quality and promoting teachers' teaching.

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