

# The Comparison and Inspiration of Teaching Evaluation between Higher Vocational Colleges in Mainland China and Taiwan

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**Abstract.** Teaching is the core competitiveness of the school, the paper selects the teacher evaluation system in vocational colleges in mainland China and Taiwan, contrasts evaluation of teachers in the two universities, and analyzes each scoring point in detail, then get the difference between the two colleges.

## Introduction

Teaching evaluation is an important means to ensure teaching effect. For higher vocational education, teaching evaluation plays the role of key vane on how to complete the subject of combining work with study, linking teaching with industry and so on, how to deal with the current economic development, especially to adapt to the needs of regional economy, such as the new positioning and development of Beijing city, improve the traditional teaching model, enhance the influence of colleges in the process of regional economic development.

In this paper, we will analyze the teaching evaluation of National Kaohsiung University of Hospitality and Tourism and Beijing College of Finance and Commerce from three aspects including evaluation procedures, evaluation indexes and difference analysis, therefore, the similarities and differences between the two are obtained, and the advantages and disadvantages of teacher evaluation in higher vocational colleges in mainland China are further understood, so as to better promote the relevant educational innovation of higher vocational colleges.

## Analysis of Teacher Teaching Evaluation System

### National Kaohsiung University of Hospitality and Tourism & Beijing College of Finance and Commerce

National Kaohsiung University of Hospitality and Tourism (NKUHT), founded in 1995, formerly known as National Kaohsiung Catering Management School, was upgraded to college in 1999 and restructured to university in 2010. It has four professional colleges: School of Hospitality Management, School of Tourism, School of Culinary Arts, and International College.

Beijing College of Finance and Commerce(BCFC), formerly known as Beijing Institute of Finance and Commerce Management Commerce, was founded in 1958. In 2008, the university was designated by the Ministry of Education as the construction Station of “National Demonstration Vocational College Construction Plan”. During the “13th Five-Year Plan” period, the university established the goal of “Building a university of applied technology with capital characteristic, domestic first-class, international quality finance and commerce application”.

### Teacher Evaluation Procedure and Scoring Structure Analysis

The two institutions have their own college-running characteristics. Considering the teaching work is the core work of colleges and universities, we analyzed the teacher evaluation system of two institutions. Both colleges and universities adopt the form of teacher promotion through evaluating

their performance and relate it to teacher's promotion, rewards, and wages, hoping that teachers can increase teaching ability combine scientific research and teaching, promote the improvement of teachers' professional ability.

**Analysis of Teacher Evaluation Procedure and Scoring Structure in NKUHT.** In accordance with the principle of participation diversity, members participating in the evaluation of teaching service scores include the parties to the evaluation, peers, students, and supervisors of academic and administrative units related to teaching service in the NKUHT. Teachers' scores consist of four parts: comprehensive teaching, research, tutoring and service. The total full mark is 100 points. If the average score of the total score of each evaluation committee exceeds 70 points, the evaluation shall be approved. If the total score exceeds 80 points, the supervisor of the unit to which the party belongs shall propose specific reasons according to the content of the scoring benchmark table of these measures. In the teacher evaluation system of NKUHT, teachers can choose one of the five different scoring types according to their actual situation.

**Analysis of Teacher Evaluation Procedure and Scoring Structure of BCFC.** Teacher evaluation procedure of BCFC mainly includes the following aspects: student evaluation, expert evaluation through listening to classes, and evaluation through listening to classes from college leaders, teaching supervision experts and teaching administrators. Teaching attitude accounts for 30%, teaching ability 40%, teaching and research 30%.

**Comparative Analysis.** The teacher evaluation procedure of NKUHT is faced with diverse selection requirements, and has made detailed explanations for each item. In order to ensure that teachers work according to their abilities, the evaluation criterion of multi-structure is adopted. Compared with BCFC, its scoring structure mainly focuses on teachers' classroom teaching, and peer, leader and student scores are also included. In practice, we found that this kind of scoring sometimes has some scoring deviation. For example, students give slightly lower scores for teachers who teach strictly, and the university is taking corresponding measures to correct deviations.

### **Evaluation and Analysis of Teaching Ability**

The teacher evaluation of NKUHT are divided into teaching preparation, teaching awards, textbook writing, education improvement plan and international cooperative education plan, participants, teaching support, teaching performance and other teaching related matters. The largest proportion is teaching preparation. And teachers are encouraged to write textbooks in the evaluation, and a special teaching support program is set up to encourage teachers to participate in the teaching work of the master's in-service class, extension education class and other kind of classes.

The teaching evaluation of BCFC is divided into two kinds: teaching quality evaluation and classroom teaching quality evaluation. ① Teaching quality evaluation included teaching attitude, teaching ability, teaching research and reform. The evaluation can reflect teachers' a positive and full attitude, improve teaching materials and teaching contents, carefully write key documents in the teaching process, and encourage teachers to adopt various advanced scientific classroom teaching methods to improve teaching quality. ② Every spring and autumn semester, the evaluation of classroom teaching quality is divided into two periods: mid-term evaluation and final evaluation. The evaluators include college leaders, teaching supervision experts and teaching administrators and meanwhile, and the college arranges leaders on department level to listen to the class and to evaluate. BCFC emphasis on the quality of teaching content, teachers' management of classroom teaching, encouragement of multiple teaching methods and interaction between teachers and students from the evaluation indexes.

Table 1. Comparison of Teacher Evaluation Systems between two Colleges

	National Kaohsiung University of Hospitality and Tourism	Beijing College of Finance and Commerce
Teacher Evaluation Procedure and Scoring Structure Analysis	There are five kinds of scoring structures for teachers to choose, and there is an audit and appeal mechanism.	The scoring structure focuses on classroom teaching, and there is an audit and appeal mechanism.
Evaluation of Teaching Ability	In the teaching evaluation system, a variety of evaluation indexes are carefully divided, as long as teachers are engaged in teaching promotion work will be included in the evaluation.	Every indicator focus on improving the quality of classroom teaching, and urge teachers to guarantee the quality of classroom teaching by improving various teaching documents and listen to classes.
Evaluation of Scientific Research Capacity	The evaluation of scientific research ability evaluates teachers from the aspects of papers, industrial ability, project ability, patent, patent transfer, etc., which reflects that the university attaches importance to the cultivation of teachers' scientific research ability, improves teachers' international ability, and especially encourages teachers to obtain various industrial certificates to ensure that teachers understand the industry. Formulate clear policies to encourage scientific research.	Assessing teacher's knowledge related to teaching research, and there is no clear paper, patent requirements, and no scientific research award indexes.
Analysis of Other Evaluation Indexes	This part includes university tutoring and service, student tutoring, academic service, construction and education cooperation and promotion service, international cooperation, and other excellent deeds. Through the detailed and standard additional score system, teachers are encouraged to participate in various work of the university. Especially teachers are encouraged to guide students' scientific research ability, participate in competitions, international communications and etc.	Not reflected in the evaluation system. A lot of work is more rely on teachers' consciousness and love to complete.

### Evaluation and Analysis of Scientific Research Capacity

Scientific research is the biggest difference between the two institutions. BCFC focuses more on the evaluation of teachers' teaching ability. Since the college is at the initial stage of walking into the world, there is no sign of internationalization here.

The scientific research in NKUHT is divided into two categories: basic requirements evaluation and research performance evaluation. The basic requirements evaluation is equivalent to the vocational post examination in BCFC, that is, the tasks that must be completed as a teacher. However, research performance is more about encouraging teachers to continuously improve their academic ability. Research performance is subdivided into (1) thesis works, exhibition and publication, competitions and technical licenses (2) research assistance (3) research awards (4) patents and technology transfer. In the first part of evaluation, thesis writing ability in both English and Chinese and international teachers' interaction ability are tested to encourage teachers to lead students to participate in international competition, broaden students' horizons and improve student ability. The technical passport section is often referred to as the trade certificate examination. This part by encouraging teachers to participate in international certificate test, ensure that teachers catch up the development of relevant industry, thereby ensuring what to teach students in accordance with industry development. The second part assesses the teachers to preside over and participate in various scientific research projects. The third part reflects the encouragement to teachers. If teachers are rewarded, the university will give material rewards according to awards categories. The fourth part will put forward the patent. The university encourages teachers to apply for patent and carry out industrial transformation depend on content.

### **Analysis of Other Evaluation Indexes**

In addition to teaching and scientific research, NKUHT classifies all the behaviors that teachers devote time and energy to completing the work of the university into “comprehensive scores of tutoring and service”, and gives the evaluation scores in detail. NKUHT lays special emphasis on the work of teachers’ tutoring to students. The contents of evaluation include guiding papers, associations, various competitions and collective activities. In the evaluation, it even mentioned that teachers who tutoring or helping students with hearing impairment further study are even given extra points, which reflects that this university motivate teacher’s humanistic care to students through evaluation.

### **Inspirations to the Teaching Evaluation of Vocational College Teachers in China**

At present, China’s higher education has entered a popular period. Talent training tends to be standardized, specialized, centralized and synchronized. At the same time, all industries have higher and higher requirements on the working ability of relevant employees. Through the comparison of teacher evaluation system of the two institutions, the following several inspirations are obtained.

### **The Whole Teaching Process Evaluation in Taiwan Colleges and Universities is Adopted to Strengthen the Construction of Teachers’ ethics**

From the analysis, NKUHT subdivides teaching ability, scientific research and other evaluation indexes. In particular, from other evaluation indexes, teachers will be recognized as long as they have done work for the university. Since NKUHT takes internationalization as its development direction, all its indicators reflect this, among which the evaluation of scientific research ability clearly reflects internationalization and encourages teachers to publish articles in international journals. BCFC mainly evaluates teachers’ teaching ability and scientific research ability. Among them, the scientific research ability is mainly assessed in the course reform related to teaching.

We believe that it is necessary to constantly refer to overseas high-level universities and consider the current situation of education, organize and subdivide teachers’ participation in various work of the college, and encourage teachers to put their energy into disciplines and various work of it, so as to strengthen the construction of teacher ethics.

### **Keep Close Contact with the Industry and Pay Attention to the Cultivation of Industry Capacity**

NKUHT has established detailed evaluation standards to cultivate students’ working abilities in the future work by establishing various laboratories and hiring a large number of part-time teachers in the industry, which is related to the training of front-line catering employees. The evaluation of BCFC focuses on classroom teaching, and the effect of improving students’ working ability is not obvious by adopting partial practice teaching and asking students to practice in a unit. Students often choose to quit after working in an internship unit for 2-3 months. We think we should combine classroom teaching with work ability development. The proportion of corporate teachers should be increased, and teachers should be encouraged to work off-duty for one to two years in relevant units, and the acquired abilities should be directly translated into teaching.

### **Promote the Development of the College with International Evaluation Standards**

By setting up relevant evaluation system, encouraging foreign language teaching, publishing SSCI and SCI articles, and leading teachers to participate in international competitions, NKUHT not only has improved teachers’ foreign language ability and scientific research ability, but also directly brings these abilities to students. At present, the establishment of the Belt and Road Initiative in mainland China and the upgrading of industries all require us to integrate students’ English ability and international thinking into the teaching system, which requires higher standards for teachers’ ability. We should also learn from these methods and encourage capable teachers to continuously improve their international competitiveness by adding scores in the form of evaluation, so as to enhance the college’s educational strength.

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