

Reflection on the Reform of Basic Curriculum Examination Mode in Higher Education Popularization

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ABSTRACT

At present, higher education has entered the stage of mass education, and the old examination and assessment methods can't meet the needs of basic course teaching. According to the course attributes and teaching objectives, to explore various forms and modes of examination and assessment, these assessment methods can measure and assess the students' learning situations from various aspects and angles. At the same time, they can also effectively check all aspects of teaching and learning, and timely feedback to teaching, so as to improve the teaching level of basic courses. It is feasible to reform the assessment methods of these basic courses.

Keywords: *Education Popularization, Basic Curriculum, Examination, Reform*

1. INTRODUCTION

Teaching content, teaching mode and assessment method are the three important links of teaching, and the teaching reform in colleges and universities must keep three links in harmony. So in the teaching content and teaching model reform, adjustment at the same time, also must make the corresponding adjustments to assessment tools, to adapt to the teaching content, teaching mode reform to teaching reform, improve the teaching quality of colleges and universities.

At present, higher education has entered the stage of popular education, which has not been the previous elite education. Therefore, in the basic course of the examination, assessment, followed by old examination mode is unable to meet the need of education and teaching. This requires that we should keep pace with the times, on the basis of the reform of teaching content and teaching mode, and to explore a variety of forms, many kinds of examination mode and multi azimuth, the angle to measure, assessment of students' learning, check the teaching and learn all aspects of the operation, improve the teaching process, improving teaching quality of basic courses in our school[1,2,3].

2. NECESSITY OF REFORMING EXAMINATION

According to the actual situation, Beijing Municipal Education Commission has made the status of our university as an applied university. This makes our school clear the direction of running a school. It is also helpful to our school change the traditional idea of "Elite Education" school, out of the "Research Type" education or "Academics Type" talent training mode, to better carry out

applied education, to train for the local and grassroots service at the undergraduate level applied talents.

The applied university except with an application of discipline structure, the application of the cooperation of production, teaching and research, the application of teachers and application of open system must also be applied curriculum system construction as support. Training of applied talents can't follow the traditional curriculum system of basic subjects, and it is needed to build the curriculum system of Applied Science. The discipline curriculum system must by the modern teaching idea guidance, pay attention to the teaching of basic theories of constructing, broaden the students' professional knowledge. Meanwhile, it should also be attached great importance to the practice of teaching, strengthen the integration of theory teaching and practical application and through practical project to enhance the student to solve the actual problem ability. The application of the university is in the basic theory, but also with special emphasis on the training of basic skills and training, mainly through the various practical aspects of training students to use the theory to solve practical problems.

The difference between the credit system and the academic year system and the credit system of the academic year is that it abandons the management standard, its service goal is that takes the student as the center and considers the students' self-development. The dominant force in the implementation of the credit system is the majority of students. The extensive participation of students will inevitably lead to an increase in management tasks, and the difficulty of management will increase. Therefore, the implementation of the credit system is a model of school reform, it is a lot of success or not, including curriculum, teaching model is one of the key factors.

The mode of running school and teaching reform in our school will certainly involve the reform of teaching content and teaching mode. The teaching reform in Colleges and universities are to strengthen the fostering of

practical skills, which requires a corresponding appraisal way to monitor the implementation of teaching and learning, and curriculum assessment methods mostly closed book, written examination and is mainly aimed at the evaluation of theoretical knowledge. These forms of assessment can only assess the student's knowledge of books, and students are often mechanically, memorizing formulas and theorems, and the application of type university emphasizes practical skills, practical ability does not effectively test, which and my school teaching reform enhanced skills practice does not adapt. In order to accurately monitor the teaching and learning of each link, we must make corresponding adjustment of assessment tools, to adapt to the teaching content, teaching mode reform to teaching reform and improve the teaching quality of our school. If are still using the old way of evaluation is necessary to affect the teaching content, teaching mode reform effect, even the teaching mode and lead to the exam-oriented teaching. Therefore, it is imperative to reform the examination and assessment of the course.

3. EFFECTIVE ASSESSMENT SCHEME

In the current stage of popular education, all colleges and universities in strengthening practical skills training, training model has changed a lot. Our school running orientation is applied type university, the training mode of application-oriented university is to knowledge as the foundation, take ability as the key, to serve for the purpose, pay attention to knowledge, ability, quality and coordinated development, learning, practice and professional technical ability combined. Therefore, the assessment of all courses not only emphasize the basic theoretical knowledge, but also pay attention to the cultivation of basic skills, at the same time, enhance the students' ability to solve practical problems with theory.

3.1. Coexistence of Various Examination methods

The curriculum of our school is divided into basic theoretical courses, practical courses and theory with practical courses, their teaching content, teaching mode, and the role in the training of talents are different. Therefore, we should according to the course of the attributes, according to the practice of courses and theory courses, applied courses and basic courses and other different characters and different requirements, the forms, a variety of ways and means of examination and assessment, multi-range, the whole point of view to measure, assessment of students' learning, check the teaching and learning all aspects of the operation. In the assessment of the curriculum theory, according to the personnel training curriculum role, to set closed book exam, opened book examination, etc. assessment methods; in the assessment of practical skills, take integrated

operations of the exam, writing paper, practical examination and other forms of assessment, in different links of monitoring in the course of theory teaching and practice teaching, so as to improve the basic course teaching level[4].

3.2. Considering the Demand of Talents

Closed volume, written examination is the traditional curriculum assessment, mainly for the assessment of theoretical knowledge, it can test students to a certain extent, the basic theory of the master of the situation, but there are certain drawbacks. As a result of students to test scores, it is to do a lot of questions, back many concepts, formulas, in order to cope with the examination. Often only know memorizing rules or formulas and rigidly do topics, so it does not reflect the true purpose of our teaching. The purpose of teaching is to cultivate students' ability to solve problems, not to train their memory.

Practice shows that the outstanding engineering and technical personnel, not memorize a bunch of theorems and formulas, but master ideas and methods to solve the problem, and use it flexibly in practice, but also according to need to supplement, to absorb new knowledge. As for his use in solving the problem of a formula, theorem, you can find the corresponding books to get. So we must through curriculum and evaluation, and guide students to put all his energy into the course to master the basic ideas and methods, rather than the amount of time spent to remember the formula, practicing problem-solving skills in order to improve the students' comprehensive ability.

"Big Homework" or "Small Paper" assessment, the teacher can set a certain degree of difficulty of a comprehensive topic, so that students can learn the knowledge, through access to relevant information to complete. This can not only cultivate the ability of students comprehensive knowledge, but also can exercise the ability of students to use effective means of access to information, broaden the knowledge of students.

"A Page" opened book examination, let the students themselves induction of books and related knowledge and the induction book knowledge and formula, theorem to be written on a piece of paper into the examination room. Purpose is to cultivate students' ability of book knowledge induction, while avoiding rote formula, theorem, and make them more energy into the integrated use of a variety of knowledge, in order to better assessment of students' comprehensive ability[5].

3.3. Combining the Course Attributes and Teaching Objective

The practice course is to improve students' practical skills, so in the course of the examination can't be only written tests to assess, and should be combined with on-site examination, conducted through a combination of theory and field operation assessment, to in theory and skills, to

check the students to a variety of skills master and teacher's teaching, comprehensive inspection of the teaching and learning of the link[6].

In the form of the examination we are not only to take a single form of assessment, often in a course also through a variety of ways to check the students' learning situation[7]. In view the assessment of theory course (Advanced Mathematics, Linear Algebra, Introduction of Natural Science, etc.) can't only have one examination, but should arrange multiple stages of examination, such as usual test, mid-term exam and final exam, to combine with various aspects, the comprehensive score of the course is given finally. The basic courses with practical knowledge (Including College Physics, Applied Chemistry, Polymer Physics and Chemistry) should have not only theoretical knowledge assessment, but also operational assessment, and then these two scores are converted to give the comprehensive score of the course. For some courses (Mathematical Thought and Method, Mathematical Modeling and Mathematical Experiment, etc.), the examination form combined with subject competition is added. In order to encourage students to achieve good results in school level and Beijing municipal discipline competitions, these courses give appropriate bonus points to the students who participate and win prizes, to recognize their learning effect. All of these are very good to inspire students to learn the initiative, received good results.

4. CONCLUSION

The assessment of the course is a major part of teaching monitoring, but also the window to test the effectiveness of teaching reform. If there is no match with the teaching content and mode of assessment methods, will not be able to achieve the purpose we envision the reform of education and teaching, will get twice the result with half the effort. Therefore, we should according to the course of the attributes, according to the different roles of practice courses and theoretical courses, applied courses and basic courses and other in personnel training, the forms, a variety of ways and means of examination and assessment, multi-range, the whole point of view to measure, assessment of students' learning, check the teaching and learning all aspects of the operation, in order to meet the needs of the teaching reform, improve the teaching level of our school based curriculum.

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