

View the Reform Direction of Higher Education Evaluation from the Importance of Education Evaluation to the Cultivation of Innovative Talents

Qi Zhang¹, Qian Meng², Huiping Yang³

¹Department of Higher Education, College of Education Bohai University Jinzhou 121013, China

²Department of Higher Education, College of Education Bohai University Jinzhou 121013, China

³Department of Higher Education, College of Education Bohai University Jinzhou 121013, China

¹Email: 1448532846@qq.com

ABSTRACTS

With the popularization of higher education, China is facing great changes unseen in a century. China's demand for talent has shifted from "quantity" to "quality" and "innovation". It is urgent to solve "The question of Qian". Innovation plays a powerful role in promoting the progress and development of a country, and the cultivation of innovative talents is the fundamental starting point of education. Based on the ontological connotation of evaluation and educational evaluation, this paper explains the importance of education to the cultivation of innovative talents, tries to explore the establishment of new standards of evaluation systems, sets up authentic innovative evaluation methods in search of new ideas of higher education evaluation reform direction from the logical starting point of evaluation.

Keywords: Evaluation of educational institutions; development of innovative talents; reform of higher education evaluation

1.INTRODUCTION

In 2021, China's higher education gross enrollment rate has reached 54.4%, which indicates that China's higher education has entered a new historical period in terms of enrollment rate, graduation rate and employment rate, showing new contradictions and posing new challenges to China's education system.^[1] In the general plan of deepening the reform of new times education evaluation, under the lead of, the National Development and Reform Commission, Ministry of Finance and the Ministry of Education "about accelerating the development of the new age of graduate education reform opinions pointed out that" graduate student education is shouldering the important mission of high-level personnel training and innovation to create, is the cornerstone of national development, social progress, is the basis of the response to the global talent competition layout.

2.EVALUATION AND EDUCATIONAL EVALUATION

Evaluation refers to the process in which the subject evaluates the value of an object according to certain standards. The subject can be an individual or a social organization. The object refers to all the objective things that include the need of attentions under certain conditions excepting subjects themselves, and the value reflects the satisfaction relationship between the object and its attributes and the needs of the subject. Different understandings of this particular relationship form different values in people. The standard is a kind of expectation for the development and change of the object formed by the subject according to its values and the law of the development of things. It is a measure to judge the attribute of the object and achieve the subject's expectation. It is the basis for the subject to judge the value of the object.

Currently, there is no unified definition of educational evaluation at home or abroad. As for the meaning of educational evaluation, scholars at home and abroad place different emphasis on it. Some pay attention to the

effect and emphasize judging the realization of educational goals or plans through evaluation. For example, American scholar Taylor said, "The evaluation process is, in essence, a process to determine the degree to which the curriculum and the educational program achieve educational goals."^[2] Some pay attention to information and emphasize collecting information through evaluation to serve educational decision-making. For example, Cronbach in the United States said, "Evaluation is to collect and use the information for making decisions about educational programs." Some pay attention to evaluation methods and means. For instance, "Educational evaluation is a new method of evaluation of educational achievements." said Chinese mainland scholar Zhang Xiuyuan. According to the Japanese scholar Eisei Hasegawa, "Educational evaluation is a means of quantitatively measuring or qualitatively describing the learning process and results of children with systems and steps, and judging whether the desired educational goals have been achieved."^[3]

3. THE SIGNIFICANCE OF EDUCATIONAL EVALUATION IN THE DEVELOPMENT OF INNOVATIVE TALENTS

3.1 The significance of developing innovative talents

Nowadays, China's development has entered a new era with the same pace as the development of education. In the new era, the goal of talent training in our country also has a new characteristic of the times—innovation. The cultivation of innovative talents has become the most distinctive point in the goal system of talent training in colleges and universities. So-called innovative talents refer to those who have good moral cultivation, strong will qualities, strong self-learning and exploration abilities, sufficient professional knowledge, keen insight, and foresight into things, and can make contributions to social development. The three basic elements of innovative talents are will quality, innovation ability, and practice spirit. How to cultivate innovative talents has become a hot topic of discussion and research. In the 1980s, Chinese colleges and universities began to attach importance to the innovation of their trained talents. They primarily evaluated discipline construction at the time, and then began to comprehensively evaluate the comprehensive quality of the trained talents. Since 2003, China's colleges and universities began to comprehensively evaluate the cultivation of innovative talents, and a talent cultivation evaluation mechanism was formally established. In previous studies, some scholars also attached importance to the evaluation of innovation. Liao and other researchers pointed out that the evaluation criteria of talent training quality mainly include the thickness of professional knowledge,

innovative ability and innovative thinking, humanities literacy, solidarity, and cooperation, etc. In addition, some scholars put forward diversified ideas on the quality evaluation of talent training, starting from different directions, which promoted the improvement of the quality evaluation system of innovative talent training in colleges and universities.

3.2 The Importance of Educational Evaluation to the Cultivation of Innovative Talents

The cultivation of innovative talents should start with education and rely on the innovation of the evaluation system. The different understandings of the meaning of educational evaluation are mainly due to the different value perspectives on educational evaluation and the different views on the subject, object and purpose of evaluation. In addition, educational evaluation plays a guiding role, which will affect the direction and emphasis of educational activities. Especially in educational practice activities, the function of guiding in educational evaluation is obvious. Educational activities tend to focus on what education evaluates. What kind of educational behavior is highly appraised? The implementer of educational activities tends to adopt what kind of educational behavior?

The function of guiding in educational evaluation requires that educational evaluation grasp the national educational policy, grasp the value orientation of education, and guide educational activities to develop in the right direction consciously through the evaluation process and results. In the specific evaluation activities, the evaluation should constantly adjust and improve the evaluation program and evaluation process through reflection and re-evaluation of the evaluation program and evaluation process, and grasp the evaluation direction based on the correct orientation of educational activities. The evaluation standard has always been the "baton" of educational development, which can be seen from the unique college entrance examination system in China. Therefore, to cultivate innovative talents, we need to start with the evaluation system, so that our evaluation criteria can select innovative talents.

4. THE DIRECTION OF HIGHER EDUCATION EVALUATION REFORM

4.1 Evaluation is based on a logical starting point.

The evaluation of the cultivation of innovative talents should be embodied in the evaluation of colleges and universities. From the logical starting point of evaluation, as a way to promote development, evaluation should play its due role in promoting development. In the evaluation criteria, more attention is paid to the evaluation of process development and the guidance of future development

direction. Especially in the field of education science, the teachers, energy, material resources, and financial resources we have invested in are not as efficient as other sciences in terms of input and output, with a short cycle and quick results. Instead, they are extremely complicated, with a long cycle and slow results. Then in the establishment of educational evaluation standards should follow its internal laws: first, to establish a long-term evaluation system mechanism. According to the inherent law of education and the law on the development of colleges and universities, the establishment of the evaluation system should take into account its long-term nature and complexity. Therefore, the evaluation system should be long-term and continuously evaluated in the development of linear time. In the whole long-term process, stage division is carried out, from the development plan to the implementation plan, divided into specific plans so that they form a spiraling evaluation system. Second, establish a developmental evaluation system. "Exploring value-added evaluation" has been emphasized in the overall Plan for Deepening the Reform of Education Evaluation in the New Era released by the state. To encourage the long-term development of the evaluation object and the pursuit of progress in value-added evaluation by focusing on the evaluation's conclusion. More attention should be paid to the incentive role of evaluation, so that universities, faculty, and students can be inspired to engage in active research and innovative ideas. Thus, a virtuous circle is formed: the evaluation system promotes the research and innovative ideas of teachers and students, which increases the possibility of the output of innovative achievements, which in turn promotes the better development of the education system and further improves the evaluation system. Third, set up a characteristic evaluation system for "evaluation for school". We want to establish an educational discipline system with Chinese characteristics, so we need to consider the question: where do the characteristics come from? For our existing colleges and universities, different colleges and universities are located in different regions, have their development history, and have their characteristic disciplines and dominant disciplines, which can be a starting point for cultivating characteristics. According to colleges with different characteristics, they are based on a unified evaluation, then take targeted evaluation methods to ensure that there can be a comprehensive evaluation of their characteristics so that they can play a role in promoting development and improvement. Only when educational evaluation returns to itself and follows the internal law can it play its due role.

4.2 Create new standards for the evaluation system.

At present, under the background of "breaking five principles", the first task must be to establish a new

standard of evaluation. For a long time, the government has played a leading role in educational evaluation. However, the initiative of external evaluation subjects such as schools, students, parents, society, enterprises, industries, and third-party evaluation has not been fully mobilized, which has led to one-sided evaluation.^[4] In western advanced countries such as the United States and the United Kingdom, there are a relatively complete and considerable number of third-party evaluation institutions to evaluate the quality of universities and talent cultivation, which not only have certain objectivity but also have a certain flexibility and diversity. In China, it is urgent to establish such a third-party evaluation agency. For example, the "Common Evaluation Development Center," in which all regions, industries, and universities participate, is a center for people to discuss and study the problems encountered in the reform of education evaluation. At the same time, it also acts as a database, providing feedback on practical data for national policymakers. A comprehensive evaluation is carried out on the data gathered by various parties to overcome the traditional one-sided educational evaluation.

Under the guidance of such a "common evaluation development center," first organize various universities to form their mission within a certain period, conduct case investigation and interviews to collect data from the students, teachers, and administrative staff, such as in-depth interviews, to understand the actual situation of their development and school personnel's real feedback, and lay a solid foundation for the subsequent analysis. Second, colleges and universities are randomly assigned to conduct mutual investigation and interviews. All kinds of personnel in the whole school were classified and stratified, combined with sampling to interview. Third, the data collected by colleges and universities will be summarized and analyzed, and finally, the national data will be analyzed and compared. This step is also a difficult one. Data results inevitably involve some information that universities do not want to disclose, and some universities may not be willing to present their data results and then compare them. This has a higher requirement for the whole academic and cultural atmosphere, so that academic staff can research without worries. Fourthly, through macro comparative analysis, we can construct a series of relatively unified and basic standards to evaluate each university. Then, according to the characteristics and positioning of each province and university, the evaluation standard is divided into two or even three levels to try to evaluate the characteristics of each university and promote its better development. Fifth, to promote the virtuous cycle in colleges and universities, set up a relevant government funding system to release first funding in compliance with most basic standards according to the characteristics of the evaluation results rather than grade evaluation results. Upon this basis, second funding or more will be released according to the

schools' development evaluation and other different situations. Such a bottom-up evaluation system based on practical logic can avoid us remaining in the inherent evaluation thinking mode for evaluation. Admittedly, the establishment of such a system also needs some policies, funds, peer recognition, and time verification, and the survey and analysis data of colleges and universities also needs mutual recognition between colleges and universities or the support and help of relevant policies to carry out the survey smoothly.

5.CONCLUSION

According to General Secretary Xi's instructions, in the new era, we need to take root in Chinese education, build an education system with Chinese characteristics, and build an evaluation system involving the government, universities, and society. To cultivate the goal of innovative talents as a logical starting point, set up base on the profound ontological connotation of evaluation and education evaluation and jump out of the inherent "five principles" evaluation indicators and standards; based on the reality of Chinese education, create new standards for evaluation system to build an authentic evaluation method to evaluate the innovation of trained talents. From "breaking" to "establishing" , it is a complex and long-term systematic project which also needs cooperation from the evaluation concept to the establishment of evaluation indicators and then evaluation methods, holds a macro point of view, upholds

the overall system thinking, firmly grasps the goal of cultivating innovative talents, and continuously explores the direction of higher education evaluation reform.

REFERENCES

- [1] Ma Luting. The Historical Orientation of the Development of Higher Education in the "14th Five-year Plan" Period [J].
- [2] Koji Tanaka et al., Translation: Evaluation of Design Portfolio, page 6, Wisdom Study, 2001.
- [3] Gao Xia, Education Evaluation [M], Beijing:Beijing Normal University Press, 2011.1.
- [4] Liu Qiang, Dai Qi-xun. Research status of teaching quality evaluation System under the Condition of higher Education popularization [J].Journal of Jiangsu University (Higher Education Research Edition),2003(02):34-37.
- [5] Wiggins,G., Educative Assessment , Jossey-Bass Pub., 1998, p.24
- [6] Tian L C, Li D.From comprehensive quality evaluation to multiple enrollment: integration and transcendence_based on ecological niche theory.Education Science Research,2016(01):38-43.