

Research on the Evaluation Management of General Education Courses Based on the Improvement of Students' Core Competencies

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ABSTRACT

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Curriculum and teaching are the foundation and core of school education activities, and evaluation is a powerful driver and an effective tool to improve the quality of curriculum and teaching. In my country, due to the prevalence of pragmatism, colleges and universities pay more attention to the management of specialized courses, and college students pay more attention to the study of specialized courses. There are 7594 articles about general education courses collected through CNKI database, only one of which is tagged by the keyword evaluation management. Therefore, increasing the research on the evaluation and management of general education courses has practical significance for the successful implementation of the course, the improvement of teachers' teaching ability and students' core competencies in the future.

Keywords: Core Competencies, General Education, Curriculum Evaluation Management

1. INTRODUCTION

My country's university general education is developed on the basis of learning and learning from the general education of British and American universities. It is still in the initial stage of general education development, and the management of general education curriculum evaluation is also in the groping stage.

Professor A.S Packard in the United States first proposed the concept of "general education". He believed that general education courses include relevant courses in classics, literature and science, and are prerequisite for any professional learning. Curriculum management refers to "the management of the curriculum", a management activity that takes the curriculum as the object. British scholars Dai, Johnson and Whitaker believe that curriculum management refers to the management of curriculum planning, implementation and evaluation. The course evaluation management of general education includes summative and developmental course evaluation management. The core

competencies proposed by the EU includes communication in native language and foreign language, mathematical competencies and basic scientific and technological competencies, digital competencies, learning to learn, social and civic competencies, initiative awareness and entrepreneurship, cultural awareness and expression, etc. The American Council for the Acquisition of Necessary Skills (SCANS) also proposed five core competencies: rational use and control of various resources, correct handling of interpersonal relationships, acquisition and utilization of information, understanding of complex relationships in the system, and use of various technologies. The core competencies in this article refer to the most critical and necessary common competencies that all students should possess to meet the needs of all-round personal development and social development, which, in straightforward language, means to have the ability to find a suitable job in the labor market; to have the ability to develop and self-regulate in future social life, that is, to have a critical awareness and the ability to manage problems. They should be

fundamental in the evaluation management of general education curriculum.

2.STATUS QUO

As an important part of the daily educational management activities of colleges and universities, curriculum evaluation plays a vital role in the improvement of the quality of running schools and the improvement of teaching ability. Miao Zhe (2019) in "Digital Curriculum Evaluation and Management System", combined with the current situation of educational statistics in colleges and universities, mainly using Java programming language and JSP dynamic web page development technology, using Sqlserver as the database to process background data, based on SSH framework. management system. The construction of digital campus makes teaching problems traceable, and is conducive to cultivating students' awareness of service and evaluation. The author searches the CNKI database with "course evaluation mechanism" as the key word and finds that there are 61 such articles from 2006 to the present. There are only 0 articles since 2004. Scholars such as Fan Wenji have found that curriculum evaluation belongs to the core link in curriculum management, and the purpose is to ensure the reasonable progress of curriculum setting, curriculum content development, curriculum design, and teaching practice, and to achieve a comprehensive understanding of optimization and promotion. Educational curriculum evaluation system.

Mr. Mei Yiqi, a famous educator, stated in "Understanding the University" that the focus of university education "should be on general knowledge instead of specialization", and "general knowledge should be the root, specialized knowledge, the branches", emphasizing that general education is the the core of undergraduate education. This reflects the importance of general education courses in undergraduate education, but ignored considering development and the actual status of general education courses in our country.

From the perspective of the current general education curriculum management in colleges and universities, since the units that offer courses belong to different colleges, there are problems in the coordination and unity of implementation, and there is a lag in the evaluation management; from the perspective of students' training effects, curriculum evaluation focuses on for-knowledge objectives, and course assessments are mostly conducted by handing in small papers or reports easy for students to pass, which leads to the failure of students to effectively build a model of thinking about problems and an ability system to manage problems. Therefore, based on the improvement of students' core competencies as the goal, the evaluation and management of general education courses can be carried.

3.GENERAL EDUCATION CURRICULUM EVALUATION MANAGEMENT SYSTEM

3.1To carry out multi-dimensional evaluation in terms of the subject of evaluation management.

Firstly, in light of Harvard University's general education curriculum management experience, a general education curriculum standing committee should be founded as the authoritative subject shouldering evaluation management responsibility, conducting evaluation management from the beginning of the course, and being mainly responsible for ensuring that the curriculum training objectives and training contents are in line with that of the general education curriculum training target requirements. Secondly, a general education curriculum committee responsible for daily affairs should be set up to assist teachers to carry out teaching reforms and provide support in general education curriculum development resources. Thirdly, an independent evaluation committee for general education courses should be established to mainly evaluate curriculum standards, assessment standards and training effects of general education courses every 5 years.

3.2 The basic contents and methods of evaluation and management of general education courses.

The evaluation management of general education curriculum mainly includes two parts: summative curriculum evaluation management and developmental curriculum evaluation management. The summative curriculum evaluation is based on the achievement of the curriculum objectives via comparing the educational results with the predetermined objectives, standards and norms, in a bid to find out the gap between the actual results and the expected curriculum objectives and use this information feedback as the basis for modifying the curriculum design and teaching plan. This creates a closed linear relationship among curriculum, teaching and evaluation, starting with the curriculum planning - through teaching - and ending with evaluation. Its focus is on the academic achievements after the end of the study, emphasizing the academic achievement evaluation of the learning result, often using the quantitative testing method. The curriculum evaluation in the developmental curriculum evaluation management has three indicators: one is the divergence of the preset core goals, that is, the accompanying goals and the degree of achievement of the goals caused by the core goals; the second is the degree to which the organization and implementation process promotes the divergence and completion of the course goal; the third is the learner's learning process, investment level and achievement level highlighting the

process more often with qualitative methods such as "performance display assessment".

3.3. To effectively combine the general education curriculum training objectives, assessment objectives with the general education curriculum evaluation indicators.

In the era of artificial intelligence, the focus of higher education has shifted from imparting explicit knowledge to students to supporting students to make full use of data resources to build a personalized knowledge system and thinking system, and effectively transfer applications to solve real problems in the real world. This is the real demand of the country and society for cultivating students' core competencies, that is, the awareness of thinking and the ability to harness problems. This is also the focus of the training goals of general education courses.

The assessment and evaluation of general education courses should focus on how college teachers guide students from passive learning to active learning, from individual learning to cooperative learning, and from superficial learning to in-depth learning. This demands changes in the contents and form of students' course assessment in general education courses from assessment on knowledge learning to methods learning and input in the learning process. Through the placement of these indicators, students are guided to conduct independent learning, inquiry learning, cooperative and creative learning, and in the process build systems for students to manage problems by themselves.

4. SUGGEST

4.1 Using Big Data to Improve the Validity of Course Evaluation

General education courses are an important course to improve the comprehensive quality of college students. At present, Chinese colleges and universities still lack a comprehensive evaluation mechanism for general education courses. There are problems such as relatively single evaluation subject, unclear evaluation process, weak interaction and insufficient evaluation tools. Data tools can optimize course evaluation in three aspects: enhancing the interaction process, innovating evaluation rules, and improving the timeliness of data. Its new data types, analytical thinking and technical means can make timely judgments on the teaching process and results of general education courses. Under the background of big data, how to evaluate the training effect of general education courses and effectively manage general education courses is important for the successful implementation of general education courses, the enhancement of students' ability to handle problems and the improvement of teachers' teaching ability. meaning.

4.2 Continuously improve and enrich the evaluation mechanism of general education courses

Most of the exploration and practice of general education in Chinese colleges and universities are based on the experience of American universities, basically on the basis of complying with the regulations of the Ministry of Education.

The first is to set up a general education curriculum evaluation body. Set up a curriculum evaluation steering committee with professors and college supervision as the main body, and conduct mixed evaluations including qualitative and quantitative evaluation of general education courses from the aspects of curriculum opening, operation and effect. The second is to clarify the evaluation indicators for the opening of general education courses. The curriculum training objectives are linked to the evaluation indicators, and the matching degree between the curriculum preset objectives and the general education curriculum training objectives is reviewed. Explain lectures, seminars, readings, assignments, and collaborations in the classroom according to the syllabus, sample test questions, course innovations, coursework, learning requirements, detailed descriptions of a lesson or a unit, etc. prepared by the course group or the teacher initiating the course, etc. How to implement activities and other links to improve students' ability to think dialectically, manage problems and develop themselves.

4.3 Special Funding Support for Constructing General Education Curriculum Evaluation Mechanism.

The continuous construction of general education courses needs the support of special funds. In order to ensure the accuracy and recognition of general education course evaluations, and provide conditions for teachers to design diversified teaching methods and obtain abundant resources, schools can specialize in general education courses. A certain percentage of the funds will be allocated to evaluate performance. The special funds for the evaluation of general education courses can be allocated on an annual basis. During the construction period, the assessment will be carried out on an annual basis. The courses that pass the assessment will continue to support the construction, and the courses that fail the assessment will stop the allocation of funds.

5. CONCLUSIONS

In the current reform of general education curriculum, there are many theoretical studies on general education curriculum, while the theoretical research on evaluation practice is relatively weak. There are question marks whether evaluation theory can guide evaluation practice,

and whether evaluation practice is divorced from evaluation theory. Curriculum reform in general education has been hindered. In addition, general education is a continuous process of cultivating the core literacy of college students. Therefore, with the ability to think critically and manage problems as the basis for evaluation, carry out multi-project evaluation and management of general education curriculum design, organization, teaching effectiveness, etc., to change the past. It is an innovation in itself to change the imagination of the past too much emphasis on paper-based examinations. Therefore, based on the general education training concept, the general education curriculum is evaluated and managed from four aspects: the evaluation subject of general education curriculum, the evaluation content of general education, the evaluation method of general education, and the effect of general education training; From the perspective of cultivating students, it deeply integrates the evaluation objectives of general education courses and students' training objectives, deepens the teaching reform of general education courses, and implements the training objectives of general education courses from the perspective of evaluation management.

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