

Exploration of Reform in Vocational Education and Teaching Evaluation System

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ABSTRACT: Shortcomings in the student performance evaluation method of the vocational education have been more and more obvious. Traditional academic assessment and evaluation system has shown many drawbacks, breaks away from the features of vocational education, limits students' personality development and training of innovation spirit and prevents the improvement of teaching quality. This paper proposed the evaluation system of "school-enterprise integration" which combines the theoretical assessment at school and corporate evaluation of internship, thus demonstrating characteristics of vocational education and meeting with enterprises' employment requirements.

KEYWORD: Vocational education; teaching evaluation

1 PROMINENT PROBLEMS IN VOCATIONAL EDUCATION AND TEACHING EVALUATION SYSTEM

In recent years, shortcomings in the student performance evaluation method of the vocational education have been more and more obvious, which is mainly reflected in the following aspects: the evaluation goal is limited in the cognition field; the evaluation means focuses on written test; evaluation results are attached excessive importance and the teachers are the only subjects; students' comprehensive professional ability such as vocational ability and vocational quality cannot be embodied. It doesn't conform to the practical conditions of students receiving vocational education and weaken students' learning enthusiasm; neither can it demonstrate the characteristics of vocational education and be able to be combined with enterprises' employment requirements[1].

Traditional academic assessment and evaluation system has shown many drawbacks, breaks away from the features of vocational education, limits students' personality development and training of innovation spirit and prevents the improvement of teaching quality.

1.1 Dull Assessment Model and Methods

At present, China's vocational colleges weigh up students' academic performance mainly through their performance in examinations and the assessment is composed of final examination and

performance at ordinary times (mid-term examination). It's mainly manifested in these aspects: excessive written examinations, theories examinations, close-book examinations, terminal examinations and traditional means of examinations but few oral examination and interviews, quality ability examination, open-book examinations, process and diagnosis examinations and modern examinations. Such dull model is unable to work out students' real knowledge structure, ability and quality and affects students' proactive learning spirit and training of innovation ability. It cannot fully reflect the teaching effects and teaching quality; neither does it abide by the features of vocational education and help the condensation of talent training characteristics[2].

1.2 One-sided, Rigid and Unscientific Assessment Contents

Due to emphasis on theoretical teaching and not enough attention to practices, the assessment contents concentrate on theoretical knowledge such as fundamental knowledge, basic theories and basic principles, and ignore the assessment of students' ability of discovering, proposing, analyzing and solving problems. Besides, it's close-book examination and it's hard to cover all course contents in one piece of paper. With too much focus on knowledge and memory assessment, students are used to memorizing mechanically and show weak abilities with high scores. Moreover, the proportion of guidance knowledge contents is larger and

students mechanically respond and even cheat during the examinations. Such rigid assessment lack of comprehensive consideration brings about great psychological pressure to students, prevents their independent learning enthusiasm and improvement of innovation ability, and is harmful to students' mental and spiritual health.

1.3 *Question Bank Construction Lags Behind and Assessment Quality Hard to Control*

With increasing market demand for talents, the enrollment has expanded in recent years. Although many schools have made great efforts to standardize the examination paper, it still falls short of scientific and regular quality standards because of great differences between schools and majors as well as limited financial resources, material resources and faculty, thus making it hard to ensure teaching quality and question bank which conforms to the academic assessment requirements.

1.4 *Unbalanced Assessment and Evaluation Mechanism and Inappropriate Orientation*

The current academic assessment and evaluation mechanism is old-fashioned and usually constitutes performance at ordinary times, mid-term performance and final performance. However, the final performance accounts for a large proportion. In a sense, final examination is the only standard for measuring students' academic level. The evaluation method is simple and arbitrary and deviates from the education philosophy of people oriented, quality-oriented education and training of innovative talents.

2 THOUGHTS ON CONSTRUCTION OF VOCATIONAL EDUCATION AND TEACHING EVALUATION SYSTEM

The construction shall fully motivate students and teachers' initiative in participating in assessment reform, make them fully realize the shortcomings of traditional assessment concepts and methods and that assessment, as an important means of education and academic evaluation, must facilitate students' all-round development.

2.1 *Evaluation of Teaching Effects*

The student evaluation model centering on abilities should be established to highlight the assessment of students' learning and promote the consistence between school course examination, enterprise internship practice and vocational qualification verification[3]. In terms of evaluation method, the evaluation system characterized by combination of learning and working competencies as well as

integration of school and enterprise should be set up to include vocational qualities of the logistics position in students' professional evaluation; question bank should be prepared to separate the teaching and examination of professional knowledge. Regards to contents, the proportion of knowledge memory should be reduced and the part of understanding and application increased so as to guide students to work hard in understanding and practical operations and enhance students' ability of analyzing and solving problems.

2.2 *Assessment of Cultural Basic Courses and Major Courses*

Cultural courses play double functions in vocational schools, that is, providing knowledge foundation for students' lifetime development and offering direct support for learning of major courses. The diverse evaluation subjects such as teachers and students should be improved and participation in evaluation activities expanded. In terms of the education behavior of evaluation itself, evaluation must perform its due education function, stimulate students' learning enthusiasm, enhance teaching quality and effects through evaluation and boost students' all-round personality development, thus making the evaluation significant. Hence, based on the current vocational education conditions, expansion of the evaluation subject constitution and formation of a diversified evaluation subject mechanism such as teachers' evaluation, students' self-evaluation and student groups' evaluation can reflect students' learning status, application ability and comprehensive quality level in a more genuine way, help compensate for corresponding shortage and ensure objective and fair evaluation[4].

The assessment and evaluation bases should be diversified and formative evaluation ratio increased. Generally speaking, assessment and evaluation are mainly divided into formative evaluation and summative evaluation. Most of vocational schools regard final examination performance as students' summative evaluation at present which is considerably one-sided and accidental. Yet, students' academic assessment and evaluation are combination of knowledge and skill, process and method, emotion and value, static and dynamic state. Summative conclusion is far from enough. As a result, only when schools attach importance to formative evaluation, strengthen assessment of student' class attendance, class performance, assignment, practical teaching and other extracurricular teaching activities and intensify the process test can they examine students' grasp of knowledge and skills, etc. more explicitly. Surely, in the process, they must pay attention to organic combination of formative evaluation and summative evaluation and unify evaluation steps such as routine

check, inspection, examination or test so as not to attend to one thing and lose another.

2.3 Assessment of Practical Courses

According to regulations of vocational schools, major internship is one important step of teaching. The evaluation of the practical training step has always been missing. In order to better promote students' learning and command of professional skills, schools should establish a practical training evaluation system led by internship units and instruct teachers' comprehensive assessment of students' knowledge, skill, learning ability and working attitude based on internship enterprises, and further affirm students' professional internship performance.

At the earlier stage of skill learning, schools should attach greater importance to the accuracy of process and procedure and later to quality of results. The eventual assessment conclusion must be able to demonstrate all-round aspects including both result conclusion and process conclusion (operation ability, ability of problem analyzing and solving); hard conclusion and soft conclusion (operation standard, solidarity, help and innovation). Comprehensive evaluation of students' professional skill and practice abilities can make the evaluation more comprehensive and enable it to better meet with employers' requirements for students.

2.4 Assessment of Student Performance

The previous written examination method should be changed because it attaches greater importance to theories than practices. The model of theory (40%), skill (30%) and comprehensive process (30%) should be adopted. Theories are the most fundamental knowledge. Greater efforts should be made to assess practical skills and students' knowledge application ability should be reasonably appraised.

(1) Course Examination with Practical Training

Students' performance = theory + practical training + comprehensive process = 40 (paper score * 40%) + 30 (score of practical training examination * 30%) + 30 (comprehensive process score * 30%) = 100 marks

Score of comprehensive process: it refers to scores given to students based on students' class performance, vocational qualification certificates, skill contest, comprehensive practical training, second classroom and test paper, etc.

(2) Course Examination without Practical Training

Students' performance = theory + comprehensive process = 70 (paper score * 70%) + 30 = 100 marks

Score of comprehensive process: it refers to scores given to students based on students' class performance, vocational qualification certificates,

skill contest, comprehensive practical training, second classroom and test paper, etc.

(3) Evaluation of Students' Internship Practice

The comprehensive assessment should involve three parties including students themselves, students' internship enterprise and students' internship instructor. Students' performance = students' self-evaluation + internship enterprise's evaluation + instructor's comprehensive evaluation = 20 (identification table score * 20%) + 50 (identification table score * 50%) + 30 (instructor's comprehensive score * 30%)

Instructor's comprehensive score: instructors work out a comprehensive evaluation according to real-time feedbacks in enterprises, internship log and internship feelings, etc.

3 SUGGESTIONS ON BUILDING "SCHOOL-ENTERPRISE INTEGRATION" EVALUATION SYSTEM

3.1 Harmonious Integration of Evaluation and Learning Process

The evaluation should avoid use of excessively fussy procedure or too much time. For instance, vocational school students' attitude towards learning is not upright so teachers just need to observe and record their learning initiative or attitude without letting students know, which can be called recessive evaluation. Some competitive evaluations can be deemed as dominant evaluation. All in all, the evaluation activities should pursue harmonious integration of evaluation and learning process.

3.2 Attention to Students' Individual Differences in the Evaluation Process

Every student has their own qualities and living environment as well as hobbies, strengths and weaknesses. Differences in their academic performance are also caused by other aspects such as physiological characteristics, psychological features, interest and family environment. The evaluation goals should be categorized and hierarchical while tending and respecting differences, which is helpful to students' development.

3.3 Instruction Students' Active Mutual Criticism and Self-Criticism

Students' participation in evaluation activities reflects the education philosophy of student oriented. The past evaluation learning is the responsibility of teachers while students, as the assessment objects, are the subjects of learning only. They regard formation of knowledge and learning skills as their primary tasks and seldom take part in evaluation with lack of evaluation initiative and corresponding

abilities. Students show conscious and active response to their performance and companions' performance in the learning process, notwithstanding different degree and limited scope. Participation in evaluation activities enhances students' subject function. They are not only subjects of learning but also one of the evaluation subjects.

3.4 Establishment of a Scientific Evaluation Index System

In accordance with the evaluation system above, the corresponding evaluation indexes should be specified. Evaluation indexes are quantitative indexes which are used to conduct value judgment on evaluation objects while collecting their information. The evaluation process actually includes three steps: formulating evaluation standards, collecting evaluation information and conducting value judgment, and providing feedbacks on evaluation results. Each step entails methods and tools. Therefore, the definition above is just an evaluation tool in a narrow sense.

The general evaluation indexes mainly include the following categories:

Table 1 Indexes of the Evaluation System

Indexes for Evaluation of Student Learning at School	Indexes for Evaluation of Student's Internship
Learning attitude	Professional knowledge
Learning interest	Teamwork spirit
Class participation and degree	Business ability
Completion of assignments	Professional dedication
Extracurricular knowledge	Operational ability
Self-learning ability	Entrepreneurship spirit
Self-judgment test report	Interpersonal relationship
Unit, mid-term and final examination performance	Psychological quality
Psychological maturity	Participation in activities

4 CONCLUSION

At present, the examination reform in vocational schools hasn't witnessed significant progress with particular shortage in studies and reform in examination contents, which not only impedes the removal of drawbacks in the examination but also severely restrains the improvement of teaching effects.

Based on the combination of theory and practice, this paper proposed the brand new evaluation system of "school-enterprise integration" which combines the theoretical assessment at school and corporate evaluation of internship, and serves as a more comprehensive evaluation standard. At the theoretical learning stage, schools assess students' attitude, interest, participation and degree and task completion during the school learning process. Enterprises take charge of the evaluation of students' professional internship step. Students' internship performance are eventually finalized pursuant to instructors' comprehensive assessment of students' knowledge, skill and learning ability and work attitude, etc. in internship enterprises.

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