

On the Implementation Strategy of Students' Evaluation on Teachers' Teaching Quality

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Abstract—Students' evaluation of teaching, an important part of school teaching quality guarantee system as well as a significant method of assessing teachers' teaching quality, is playing a positive role in the improvement of teaching quality. With the reform and development of higher education, teaching quality has become the lifeline, and teaching evaluation is a crucial indicator to measure teaching quality as well as the key content of assuring talents cultivation. To analyze the current situation and tendency of domestic and international evaluation of teaching quality, and to combine with the current research and practice of domestic evaluation on teaching quality, this paper aims to put forward some strategies of teaching quality evaluation, including improving the awareness of students' evaluation of teaching, perfecting students' teaching evaluation system, regulating students' evaluation of teaching and completing administration of students' teaching evaluation, so that it can provide necessary reference for students' evaluation.

Keywords—students' evaluation of teaching, evaluation system, classroom teaching, strategy implementation

I. INTRODUCTION

With the deepening of the construction of the internal teaching quality monitoring system in colleges and universities, students' evaluation of teaching has been widely incorporated into the quality monitoring system. The development of students' evaluation of teaching results in the fact that the subject of evaluation is not only the experts, peers, or managerial staff, but the educated have also become a member of the quality monitoring system. Such changes have effectively promoted the comprehensive development of the quality monitoring in colleges and universities, and cast a positive effect on the formation of good style of teaching and

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learning. Due to the increasing understanding of evaluation subjects, evaluation indicator system as well as evaluation process, people recently have raised lots of doubts about the scientificity, objectivity and impartiality of evaluation results. This article tries to probe into the awareness of students' evaluation of teaching, the construction of evaluation indicator system, the normalization of evaluation process from the aspect of the educated as the evaluation subject.

II. CURRENT SITUATION AND TENDENCY OF RESEARCH

Since the publication of the first student evaluation questionnaire in 1915, Western scholars have had a history of more than 80 years on the study of student's evaluation. In the 1960s, students' evaluation was not generally accepted by teachers. Until the 1970s, research on students' evaluation of teaching had gone through a relatively deep development. From the 1970s to the 1980s, the peak of theoretical and practical research had emerged, and formed a worldwide focus. Students' evaluation of teaching is the most active and the most practical form of assessing teacher's teaching effect. Due to the particularity of the evaluation subject, scholars of various countries focus their research on the importance and effectiveness of students' evaluation of teaching[1].

The importance of students' evaluation has been widely recognized. The British educators Williams and Blackston affirmed the importance of students' evaluation: "Student's evaluation of teachers' teaching situation should be regularly conducted"; E. Cumba, the founder of the "fourth generation education evaluation" that emerged in the United States in the 1980s (Egong Guba and Yvonna Session Lincoln believe that "evaluation should be the process from which all those involved in the evaluation, especially the evaluators and the evaluated, interact and work together to construct a unified

perspective.” Some world's leading educators, such as Marsh, Auvert have also fully affirmed the importance of students' evaluation of teaching; China also proposed that democracy is an important principle of education evaluation [2, 3].

In 1985, colleges and universities in our country carried out the assessment of classroom teaching quality and implemented the evaluation from both peer experts and students. Since 1987, with the increasing normalization of the job title evaluation for teachers, many colleges and universities have placed higher requirements on teachers' teaching, and students' evaluation of teaching has become more common. In the early 1990s, Tsinghua University and Peking University began to implement undergraduates' evaluation of teaching system. In the late 1990s, Harbin Institute of Technology, Huazhong University of Science and Technology, and Shanghai Normal University, Fudan University, etc. began to implement the undergraduates' evaluation of teaching system.[4]. Since 1999, Fudan University has begun to implement undergraduates' evaluation of teaching system. In order to adapt to the constantly changing teaching environment, Fudan Academic Affairs Office has carried out six revisions to the evaluation system. In spite of this, there is still much room for students' evaluation of teaching to improve on how the students' evaluation reflects the perspectiveness of university education and teaching, how to meet the needs of Fudan's talents training as a research university, and how to meet the teaching needs of teachers and students. The evaluation results in the past two years also show that the teachers' scores are inflated (the average score of the whole school is about 4.80). The current assessment is not reasonable in the authenticity and differentiation of teaching quality, and the guiding role still needs to be improved[5].

III. PROBLEMS IN STUDENTS' EVALUATION OF TEACHING

A. *Students' awareness on the significance of evaluation is not enough*

At present, many colleges and universities regard the results of students' evaluation as one of the important reference criteria for measuring the quality standards of teachers' teaching. However, in the real sense, students' evaluation of teaching is arbitrary and is often casually coped with. Students do not pay enough attention to the results of their teaching evaluation; they believe the assessment of the teacher's classroom teaching is only formalism and should be in the charge of the school administrators or the teachers. Since the teacher's affairs have nothing to do with students; therefore, students think that it is better to give high grades since high scores or low scores still has nothing to do with students. The results cannot reflect the true level of teachers' teaching. Even a few students worry about being revenged by teachers or classmates if they give low scores during their teaching evaluation, indicating that the students' awareness of the significance of the teaching evaluation is far from being enough.

B. *Indicator system of students' evaluation of teaching is not that scientific*

The establishment of a scientific students' evaluation indicator system is a basic prerequisite for guaranteeing the scientificity of students' evaluation of teaching. In the present college students' evaluation indicator system, there is a phenomenon that the validity of evaluation indicator is poor, and different types of course teaching cannot be truly reflected. The content of evaluation is not comprehensive enough that generally, teaching attitudes, teaching contents, teaching methods, teaching effects, etc. are used as evaluation indicators, and the students' evaluation indicator system is established based on the above. However, teacher-student relationship and gains from student learning are not included into the evaluation content. The evaluation indicator system is thus too quantitative, with the evaluation content being less qualitative. To perfect the student evaluation indicator system is to well combine the quantitative and qualitative evaluation sides, so that the scientificity of the students' evaluation indicator system is guaranteed.

C. *Students' grasp of meaning of evaluation indicator is not accurate*

Students of different levels and different majors have a gap in understanding and grasping the connotation of evaluation indicators. At present, there are studies in the domestic academia which show that due to the differences in cultural background, knowledge level, and life goals, the evaluation results given by students of popular majors, the currently-learned majors and by the high-level students are relatively higher than those of students at other levels. Due to the different teaching characteristics of different courses, students have different degrees of attention to public courses, professional courses and basic courses, which will lead to differences in students' evaluation results. In the process of students' evaluation of teaching, only a small number of students (normal specialty) are able to use educational theory to rationally think about teaching problems. However, most students have difficulty understanding and grasping the meaning of indicators. All the above factors will affect the objectivity of students' evaluation results.

D. *Organization Method of Students' Evaluation of Teaching is Improper*

In recent years, most colleges and universities have adopted the method of students' evaluation online to carry out classroom teaching quality assessment. However, schools generally set the end of a semester as the time for students to assess teaching. Since the original course has already ended, students who give their evaluation will not have deep consideration into the results or the existing problems. Moreover, in the process of student evaluation, some colleges and universities allow the counselor, monitor, and commissary (in charge of study) to do simple mobilization before evaluation, and even some teachers, administrative staff appear at the teaching evaluation sites. This unannounced and task-oriented approach is indeed quite difficult to guarantee the impartiality of results of students' evaluation of teaching.

E. Students Feel Mentally Burdened During Their Evaluation Process

Students feel mentally pressed during the process of evaluation; they fear that the results of their evaluation will affect the interests of teachers, causing unnecessary teacher-student conflicts, and they even worry that the teacher will find out who is giving low scores thus feel psychologically burdened. Having various psychological pressures during their evaluation, students may be rather negative such as being resistant to teaching evaluation and coping with the evaluation in a casual way, thus making the result of students' evaluation less credible.

IV. IMPLEMENTATION STRATEGY OF STUDENTS' EVALUATION OF TEACHING

Students, as the main body in the teaching process, experience the class directly and have the most profound understanding of teacher's teaching. Therefore, their evaluation will be more comprehensive and more representative than other evaluation subjects. However, restricted by students' knowledge level, understanding ability as well as personal emotional factors, students have some limitations in the evaluation of teacher's classroom teaching quality. The author thereby proposes the following suggestions on how to carry out students' teaching evaluation.

A. Have a Correct Understanding of Students' Evaluation

It is unscientific that the school administrative departments solely depends on the results of students' evaluation of teaching to measure teachers' teaching quality and level or to reward and punish the teachers. School administrative departments should carefully deal with the results of students' evaluation, which can be used as a reference to judge the teaching effect of teachers. However, it cannot be used as a criterion of measuring the quality of teachers' teaching. Schools should help teachers change their concepts, raise their awareness of the positive aspects of students' evaluation that teachers should consciously accept and approve students' evaluation of teaching, regard the process of students' evaluation as a method by which teachers could continuously improve their teaching quality and level. Teachers should clarify the purpose and significance of the students' evaluation of teaching, correctly deal with the results of students' evaluation, and treat the results of evaluation as an impetus to the promotion of their own professional standards. Teachers should cherish the results of students' evaluation whether how the results are. As rare opportunities for communication, teachers could understand the needs of students directly or indirectly, realize their problems during their teaching, strengthen their interaction with students, and improve their teaching quality and levels. Administrators should also apply the results of students' evaluation to improve teaching management methods, strengthen teaching research, promote their management levels, and establish more comprehensive incentive and constraint mechanisms to serve teachers and students better.

B. Perfect the Students' Evaluation System

Implementation of student evaluation online is one of the effective ways to assess the quality of classroom teaching. Schools should further improve the students' online evaluation system; regulate students' teaching evaluation behavior, making students' evaluation more scientific and standardized. Schools should adopt various forms like entrance education, school newspapers, radio, bulletin boards, and school websites, etc. to promote and mobilize students in order to strengthen students' understanding of online evaluation. Meanwhile, schools should fully arouse students' initiative and enthusiasm to participate in the evaluation, so that students could have the awareness that their evaluation is actually the concrete reflection of their status as the master. The purpose of students' evaluation is to improve teaching quality that the most direct beneficiary is the students.

C. Establish Scientific and Feasible Evaluation Criteria

Due to the requirements of different disciplines and professions, courses undertaken by teachers are also different. The teaching methods adopted by different teachers in their classroom teaching are not identical, either. Therefore, students' online evaluation criteria should be classified to design evaluation content and evaluation system according to the specialty, subject and course nature, and schools should establish a set of scientific and feasible evaluation criteria and system to reflect the inherent rules of teaching itself that could be accepted by the teachers so as to mobilize the enthusiasm and recognition of the evaluator and the evaluated. Teaching features should be truly demonstrated in the evaluation results so that the students' evaluation online could be more approved. Intuitive judgment of the evaluation content should be promoted so that it could make it easier for students to choose. In the process of formulating the evaluation indicator system, we must fully ask for the opinions from teachers and students; in particular, there must be formative evaluation content from students' personal advice, which might be more practical for teachers to improve their classroom teaching effect. To formulate evaluation criteria, we must adhere to the principles of simplicity, feasibility, comparability, and operability, and when we establish a simple, easy, and scientific evaluation system, we should make it easily accepted and recognized by teachers and students, with both quantitative and qualitative evaluation content and appearing in the evaluation indicator system.

D. Utilize the Evaluation Results Scientifically and Reasonably

Schools should make reasonable use of the students' evaluation results, and cannot apply the results as the only way of assessing the performance of teachers. They should be combined with teacher self-evaluation, peer evaluation, expert and supervisor evaluation as well as leadership evaluation, so that it could break the previous method which takes the students' evaluation as the sole criterion to assess teachers' classroom teaching. Schools should constitute the evaluation the model of teachers' teaching quality that regards the teachers' self-evaluation as the base, students' evaluation as the important evidence, supervisors' and experts' qualitative

evaluation as the decision maker. During the evaluation process, experts are required to arrange lectures and consultations to help students improve their teaching level in response to problems such as poor teaching ability from teachers reflected by students.

E. Build Interaction Platform for Teacher-Student Evaluation of Teaching

In order to improve the effectiveness of student online evaluation, schools should attempt to provide online communication platforms for evaluators and the evaluated to realize teacher-student interaction. Schools need to change the current evaluation method that colleges and universities tend to arrange students' evaluations at the end of the semester. During this period, students are prone to casually cope with evaluation since this course will be over soon. Students' evaluation time should be adjusted between mid-term and end-term, and one evaluation can be adopted at the mid-term, the other at the end of this semester. At the same time, schools can set up students' evaluation of teaching sections on the website so that teachers and students can interact with each other timely. In that case, students can feedback their opinions directly to the teachers and teachers themselves can understand the situation of the students' evaluation in time; also the teachers can accordingly improve their teaching methods and quality. Schools can feedback the results of evaluation at the mid-term to teachers, which is helpful for them to adjust their teaching style during the post phase of this course. Comparing the evaluation at the mid-term with that at the end could help us find out the change of teachers' teaching quality. It can also improve the enthusiasm of students to participate in online evaluation and ensure the continuous improvement of teaching quality.

F. Strengthen the Monitoring and Management During Evaluation

In order to improve the impartiality and rationality of students' online evaluation, it is necessary to monitor the entire

process of evaluation, including the organization, mobilization, promotion, evaluation, results statistics, and public announcements, etc. Administrators can promote and mobilize on-line evaluation through the teaching and learning departments, and monitor the whole teaching process. The teaching administration department should monitor the results of teaching evaluation and make accurate statistics timely. Meanwhile, schools should avoid intervention from other human factors to achieve the impartiality of the evaluation.

V. CONCLUSION

The student-centered evaluation of teacher quality is an effective method to improve teaching quality. Throughout the theory and practice of domestic and international evaluation of teaching, the students' main position is highlighted. It is the unremitting pursuit of colleges and universities that we should have students as our center, morality together with learning as the guideline, as well as improve our talents cultivation.

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