

Study and Practice On the Quality Evaluation System of Practical Teaching in Colleges

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Abstract

At the moment, there is a whole evaluation system on theoretical course instruction quality in every college. However, practical course doesn't have standard evaluation system. Based on above, triangle pyramid stereochemical structure in practical teaching quality evaluation system has been developed through broadly consulting, and has been applied into teaching management. So, some probes as following in practical quality assessing.

Key words: practical teaching; quality evaluation; evaluation indicator

1. Introduction

It is important part for college teaching quality that its evaluation system guided college education orientation. In the long term, college education pays attention to theory and practice not as well as. So the graduates lacks practical competency. It is wanted college integrating practice with a whole practical teaching quality evaluation. This system can facilitate positive and initiative between student's study, and help to grasp teaching emphasis and practical teaching reform between tutors.

A survey is given to this system through national college practical teaching evaluation indicator and abroad, on

the basis of conducting students, teachers and experts opinions, practical teaching evaluation indicator is established with objective and rational in practical teaching evaluation. It consists students, supervisors and experts evaluation. Among the evaluations, students and supervisors evaluation start from experience, field and internship courses. It exerts important role about this triangle pyramid stereochemical structure practical teaching evaluation system in colleges.

2. The Status Quo Of Practical Teaching Quality Evaluation Research

In a long term, traditional higher education focuses on theory, belittles practice, leads graduates to lack practical and adaptable competence, all of these situations should be due to contemporary college teaching quality evaluation. At the moment, there is a whole evaluation system on theoretical course instruction quality in every college. However, practical course doesn't have standard evaluation system.

3. Background For Practical Teaching Quality Evaluation System Developing

Higher education should set adopting objects according to society needs, meanwhile, it should stress to cultivate practical

cal ability of students. Colleges teaching quality evaluation system orients schools' education, it is a guarantee for appealing initiatives between teachers and students.

Successful quality education should advocate and promote method of field instruction, integrates basic knowledge and skill with diversified internship, experiment and studying on site. Enabling students to understand principles of productive process and knowledge for productive management. Therefore, on the basis of conducting students, teachers and experts opinions, practical teaching evaluation indicator is established with objective and rational in practical teaching evaluation.

4. Structure For Practical Teaching Quality Evaluation System

practical teaching quality evaluation system provides three levels including students, supervisors and experts evaluation. In this pyramid structure, radix number of students evaluation is big as well as its impacts as foundation bed of the pyramid; formative evaluation is supervisors evaluation as intermediate level; experts evaluation is to assess a whole practical teaching quality of a college. Students and supervisors evaluation start from experience, field and internship courses, it is triune pyramid stereochemical structure in practical teaching quality evaluation system.

5. Indicators For Practical Teaching Quality Evaluation System

The soft of "practical teaching quality evaluation system" devides into three modules which are students, supervisors and experts evaluation according to indicators for experiment course, field course and internship course evaluation. Each indicator has five types of scores which are 2, 4, 6, 8 and 10 points, multiplying

its weights, then adding together, the results is appraisal report for a teacher. Formula is following:

$$Z = \sum P_i \bullet X_i$$

Z represents scores of one course, P_i represents indicator weights of No.i, X_i represents score of No.i.

5.1. Teaching Quality Evaluation of Experimental Course

Experimental course is defined to clarify some process or phenomenon or result as an aim. It could be adopted administrative mode of normative streamline, enabling students to promote their operation competence, enforcing their understand for basic knowledge and skill.

Table 1 Evaluation Indicators in Experimental Course

First Level Indicator	Appraisal Contents	Weight
Attitude for Teaching	Instruments of Teacher for Pre-Class	0.03
Attitude for Teaching	Management Ability of Teacher for While-Class	0.03
Attitude for Teaching	Preparement of Experimental Data for Pre-Class	0.04
Teaching Contents	Declaration for Cautions of Experiment	0.1
Teaching Contents	Instruction for Process of Experiment with Patience	0.1
Teaching Method	Time Arrangement Between Demonstration and Operation	0.1
Teaching Method	Pay Attention to Adopt the Ability of Working and Operating	0.1
Teaching Method	Answer the Questions with Patience in the Course of Experiment	0.1
Teaching Performance	Impressive,	0.4

5.2. Teaching Quality Evaluation of Field Course

Field course is defined to simulate real workplace and productive process, is to adopt their ability of linking theory with practice, of working, of thinking, of operating and of innovating.

Table 2 Indicators in Field Course

First Level Indicator	Appraisal Contents	Weight
Attitude for Teaching	Instruments of Teacher for Pre-Class	0.03
Attitude for Teaching	Management Ability of Teacher for While-Class	0.03
Attitude for Teaching	Preparation of Experimental Data for Pre-Class	0.04
Teaching Contents	Declaration for Cautions of Experiment	0.1
Teaching Contents	Instruction for Process of Experiment with Patience	0.1
Teaching Method	Time Arrangement Between Demonstration and Operation	0.1
Teaching Method	Pay Attention to Adopt the Ability of Working and Operating	0.1
Teaching Method	Answer the Questions with Patience in the Course of Experiment	0.1
Teaching Performance	Impressive,	0.4

5.3. Teaching Quality Evaluation of Internship Course

Internship course refers to take students to actual workplaces, let them work, is to

improve their suitable skill and placement competitiveness. At the same time, performance of the whole teaching management of the college is being checked.

6. Conclusion

Practical teaching quality is an important part of college teaching quality, is an important content of college educational reform. At present, each college has complete appraisal system for theoretical course and not as well as practical course. Based on above, triangle pyramid stereochemical structure in practical teaching quality evaluation system has been developed, and has been applied into teaching management.

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