

Discussion on the Reform of Homework Evaluation Method in Primary School Mathematics Teaching

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Abstract

Primary school mathematics homework evaluation is a very important content in teaching evaluation. Teachers can choose different evaluation methods to carry out teaching evaluation in order to improve students' learning quality. This paper first discusses the problems existing in the homework evaluation in primary school mathematics teaching, then puts forward the corresponding reform path and some problems that need to be paid attention to in the implementation stage of the reform, and finally gives some thoughts based on the experimental results of two years.

Keywords

Primary school mathematics, Job evaluation, Reform.

1. Introduction

"New Curriculum Standard" puts forward that students' learning methods will change, and teachers will change from traditional knowledge imparters to organizers, guides and cooperators of classroom teaching. Teaching work is increasingly unable to find a set of universally applicable models. The new round of curriculum reform advocates the curriculum evaluation of "basing on the process and promoting development" [1], which is not only the reform of the evaluation system, but also the change of the more important evaluation concept, evaluation methods and means and the evaluation implementation process. The new curriculum emphasizes the establishment of an evaluation system to promote the all-round development of students, the continuous improvement of teachers and the continuous development of the curriculum. On the basis of comprehensive evaluation, it pays more attention to individual progress and various all-round development potentials. The new curriculum advocates qualitative evaluation methods such as growth record bags and learning diaries, emphasizes the establishment of an evaluation system in which multiple subjects participate together, and attaches importance to the incentive and improvement functions of evaluation.

For this reason, Nanning Yuanhu Road Primary School has conducted a teacher discussion on the evaluation of primary school students' mathematics homework. The aim is to exchange good experiences with each other and learn good methods from teachers, so that teachers can more reflect students' autonomy in students' homework, more actively invest in teachers' homework, and enable students to get faster improvement in extracurricular learning.

Second, the problems existing in homework evaluation in primary school mathematics teaching.

2. Problems Existing in Homework Evaluation in Primary School Mathematics Teaching

Primary school mathematics homework evaluation is an important part of the implementation of mathematics learning evaluation, a continuation of classroom teaching, and a way of communication and interaction between teachers and students. Teaching is an art, and homework evaluation is also an art. The art of expectation in homework evaluation refers to the skills that teachers make expectant evaluation of students' homework by means of symbols, comments, grades, etc. Some teachers even save the time to give students a grade and score, just simply type a "√" or "X", or write a "read" word. Who knows this kind of homework evaluation lacks the artistry of evaluation, which makes students tired of homework, let alone interested in mathematics learning. Psychological research shows that the expectation from educators can often receive unexpected effects, which will exert subtle encouragement on students. It cannot only use simple symbols or cold grades, but should be concentrated in students' expectant evaluation.

The traditional operation evaluation has the following problems[2]: First, the functional value of evaluation is not fully understood. For a long time, many teachers believe that homework evaluation is to correct homework, and they do not raise homework correction to the level of homework evaluation. Teachers often regard homework correction as a fixed and inherent mode. Therefore, when correcting primary school students' math homework, teachers simply type a "√" or "X" or write a "read" word. The second is the unified evaluation method. Some teachers, whether top students or students to be admitted, evaluate them according to a standard and requirement when assigning and correcting homework. As a result, top students feel that the standards and requirements are low and can be easily achieved, which cannot satisfy their thirst for knowledge. However, the standards and requirements for the students to be admitted are too high to reach at the moment. Even if they make great efforts, they will not get corresponding evaluation. Over time, they will lose confidence and their interest in learning will be greatly dampened. Third, evaluation emphasizes results and neglects processes, thus losing the function of encouraging and promoting students' development. Fourth, when there are problems in the homework to be enrolled, teachers cannot give timely guidance, or there are many problems, so teachers cannot find all the students who have problems to solve collectively. Fifth, there are many problems with homework, mainly for the students to be admitted. If the teachers find the students to be admitted to the office for guidance, the students will have some unnecessary psychological pressure, such as fear of being said by the students or the teachers' guidance process is relatively long, and the students will be perfunctory at will in order to leave as soon as possible. So, how to change the evaluation method of primary school mathematics homework and promote the all-round development of students?

3. The Reform Path of Homework Evaluation in Primary School Mathematics Teaching

Based on the problems that have arisen above, combined with the current domestic primary school mathematics teaching homework evaluation methods [3] [4] [5] [6], The author has made the following adjustments to the students' homework correction, trying to replace the teachers with the students to change the homework. The idea is based on the following considerations: First, the students are always curious and interested in new things. The teachers used to correct the homework, but now it is "I" who change the homework for the students in the class, which is very fresh. Second, all the students have a strong competitive spirit. If the homework in the class is changed by "I", it shows that "I" is excellent and recognized by the teacher. Third, it can help the teacher to work, which shows that the teacher values "I".

Fourth, I can "show off" with my parents when I go home. The teacher asked "I" to change my homework for the students in the class. Fifth, there are some obvious problems. Students often make mistakes in their homework, but they cannot check them out. Changing their homework can improve students' self-reflection and cognitive ability and their ability to check mistakes in real examinations. Sixth, the students are responsible for correcting the homework, and the problems can be solved in time. If the teachers are responsible for correcting the homework, the collective comments or individual tutoring can only be carried out after correcting the homework of the whole class. At this time, the problems existing in the students themselves are completely unknown. Seventh, if students correct homework for students, the communication between students and students is relatively ideal than that between teachers and students, because when students communicate with teachers, they often have some problems that they are not willing to admit, especially when homework is wrong. Therefore, the author began to try to let the students replace the teacher to change the homework for the students in the class[7].

The specific measures are as follows:

First of all, according to the seats in the class, each class is generally divided into four large groups, dividing the four large groups into eight groups, and dividing one large group into two groups before and after. For grouping, different classes have different division regulations, which can be four-person groups or other division forms.

Secondly, after the groups are divided, let the students in each group take turns to be on duty as the team leader, and one student is responsible for checking and correcting the homework for other students in the group every day. If the students in the group have problems with their homework, the team leader will return the homework to the students for revision. If the students cannot revise, the team leader will be responsible for helping the students, explaining the problems to the students, and then the students will revise. If the team leader has any objection to the team leader's practice and the students' practice during the inspection, the two students will find a teacher to judge and explain to both parties, and the students who have made mistakes will go back to revise.

Third, in the first semester, the teacher collected the homework every day for unified review, looking for the problems missed by the team leader in the correcting process, and reminding the team leader of the details that should be paid attention to when correcting the homework. At the same time, the teacher praised the team leader who did well and encouraged the team leader who needed improvement. By the second semester, the students have basically mastered the principle of correcting, and the teachers can collect the homework for review every week or in each unit. The specific review period is determined by the units with different textbook contents. Some units are shorter than 3 or 5 class hours, and can be reviewed once a unit, while others are longer, and can be reviewed once a week or twice a week.

Fourthly, after one year of implementation, In each group, It will highlight a student whose ability is stronger than that of other students. For example, students who have relatively strong ability to accept knowledge, understand problems, analyze problems and describe knowledge, starting from this semester, this student will guide other students in this group to correct their homework. At the same time, this student will not participate in correcting students' homework, but will participate in correcting students' examination papers during this semester. With the basis of correcting homework, students will appear relatively handy in correcting examination papers. Of course, as far as the class situation is concerned, the teacher can also let the student be responsible for correcting the group's homework as well as the class unit test. After half a semester of training, the child responsible for correcting the examination papers has basically improved his ability and can completely replace the teacher to correct the homework and unit examination papers. However, the author suggests that, In order to better motivate students to participate in learning, Correcting homework and examination papers is not a matter for

students with good grades. A selection system can also be adopted. Some different students can be selected to correct examination papers each time. However, in order to correct the accuracy of examination papers, one or several supervisors can be set up when correcting examination papers. When some "novices" have problems, they can consult those small "experts".

4. Some Issues That Need to Be Paid Attention to in the Implementation Stage of the Reform

1. At the beginning of the implementation stage, teachers should strictly check, point out the problems of students one by one, and specify the details and requirements to be paid attention to when correcting.
2. When students have problems correcting their homework, teachers should give priority to encouragement, not to attack the enthusiasm of children, and to give more vigorous encouragement to those who have problems.
3. When correcting homework, students are required to be responsible and not to be careless as a joke, because this is to exercise power instead of teachers.
4. Correcting homework should be fair and strict, not because they are good friends and intentionally laissez-faire.
5. When grouping, it should be considered that each group should be equipped with a student with relatively strong learning ability at ordinary times.
6. Correcting homework must be timely, try to finish before the teacher comes to class, so that when problems need teacher guidance, can have time to solve.

5. The Reform Implementation Stage Harvest and Thinking

After two years of experiments in Class 4, Grade 3, the top students have achieved faster development in their abilities by correcting homework and examination papers. However, the students waiting for admission can get timely help from the top students due to the problems arising from homework, thus avoiding the delay in solving the problems. In addition, in the process of students correcting their homework to each other, the students got communication. With the help of the students every day, the students no longer felt inferior and better integrated into the class. Top students will not be high above others, because helping others will improve themselves and make them happy, increasing their sense of responsibility. At the same time, everyone in the class helps each other, the top students are better, and the students will not drag back when they enter the class. The atmosphere for learning mathematics in the class is very strong, and the academic results are relatively stable.

Although the experiment has yielded some results for two years, there are still some problems in reviewing the implementation process. For example, sometimes due to procrastination, the time for review is not well mastered, and the attention to students is not enough. As a result, a very small number of students do not correct the team leader and cannot correct it in time.

Finally, there are several questions to think about:

1. Is this implementation method suitable for all classes in our school?
2. Different classes and different children have different abilities. Is this feasible?
3. When teachers implement this method, are there any problems that have not yet occurred?
4. How can the value of the students' participation in correcting homework be measured more accurately and whether it is appropriate to rely on examination scores?
5. When selecting students who have completed the task of correcting homework, is there a faster selection method to find suitable candidates for training, and then shorten the time for teachers to train candidates in 1 belt 2, 2 belts 4...?

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