

Application of Formative Assessment in Ophthalmology Teaching Assessment System of Traditional Chinese Medicine

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Abstract

Formative evaluation is one of the most important evaluation methods in the goal teaching theory of American educator B.S. bloom. In teaching practice, through timely and different ways of evaluation, we can understand the completion of teaching objectives and the cognitive defects of unqualified students, which can be used as the basis for teachers and students to improve teaching and learning, and carry out timely correction and remedy. Its core is to improve teaching and achieve the goal.

Keywords

Formative evaluation; Ophthalmology of traditional Chinese medicine; Teaching; application.

1. Introduction

Formative assessment, as a research hotspot of educational management in Colleges and universities of traditional Chinese medicine, is being widely concerned. College courses of traditional Chinese medicine include clinical medicine, basic medicine, pharmacy and medical imaging courses. It is a comprehensive applied discipline closely integrating clinical technology, testing technology, laboratory technology and related theories. At present, in the teaching process, teachers participate in all the processes of the final examination of their courses, including problem setting, invigilation, marking, score registration and quality analysis, which is very unfavorable to the fairness and impartiality of the evaluation; Formative assessment is limited to the classroom, while clinical scenario simulation operation assessment and internship assessment are mere formality; As the main body of formative evaluation, teachers have almost no self-evaluation of students and evaluation among students; There is no college students' growth file to record the students' growth process, which affects the implementation of formative evaluation. On the basis of summarizing the connotation of formative evaluation, taking our university as an example, this paper makes an in-depth discussion on how to implement formative evaluation and the problems encountered in the implementation, hoping to provide reference and reference for the application of teaching evaluation in other colleges and universities.

2. Connotation of Formative Evaluation

In the process of curriculum education, there can be different educational evaluation, which is usually divided into diagnostic evaluation, formative evaluation and summative evaluation. Diagnostic evaluation is generally carried out before the beginning of the teaching process to ensure that students have the necessary cognitive ability and emotional characteristics at the beginning of learning, and design an appropriate teaching scheme for teachers to make the teaching adapt to the characteristics and background of students. Formative evaluation refers to the timely evaluation of students' knowledge mastery and ability development in the teaching process. It includes oral questions, written homework and group discussion of

students in a class or unit teaching, so that both teachers and students can obtain feedback information in time. Summative evaluation refers to the general evaluation of students' academic performance at the end of a large learning stage, a semester or a course. For students, formative evaluation is formative assessment, and summative evaluation is final examination [1].

3. Theoretical Basis of Formative Evaluation

Formative evaluation was first clearly put forward by M. Scriven, a famous evaluation expert at Harvard University, in his book evaluation methodology in 1967. This concept was first applied to the evaluation of curriculum development in order to promote the "formation" of new educational programs, plans and courses. Bloom, an American educator, used it in teaching activities for the first time. Formative evaluation, also known as process evaluation, is relative to the traditional summative evaluation. It is an evaluation of "students' performance, achievements and the development of emotions, attitudes and strategies reflected in the daily learning process". It is based on the continuous observation, recording and Developmental evaluation made by reflection [2]. Its main purpose is to clarify the problems existing in the operation of the activity and the direction of improvement, and timely modify or adjust the activity plan in order to obtain more ideal results. Compared with summative evaluation, formative evaluation pays more attention to the needs of the evaluated, the process of learning, the experience of students in learning and the communication between teachers and students. In foreign countries, formative evaluation, as an evaluation strategy and method implemented for a long time, has been widely used in the teaching of various disciplines, emphasizing that evaluators achieve self-improvement through self-analysis and self-awareness. Through continuous communication, the evaluator and the evaluated revise their views and jointly complete this interactive process.

4. Formative Evaluation Advantage

4.1. Change of Learning Attitude and Improvement of Relearning Ability

In the assessment system with the summary assessment form as the main body, students usually study loosely. At the end of the term, there was a temporary assault, the learning attitude was negative, the mastery of knowledge was not firm enough, and the ability to relearn was not improved. In the formative assessment teaching system, because students are assessed in each class or teaching unit, students' learning attitude and learning process are linked to the final examination results[3]. Before class, from a quiet or noisy, talking to the classroom full of loud reading sound. Students' learning attitude has changed and their basic skills of traditional Chinese medicine have also improved. Through group discussion and other forms, students' ideas are more open, and they can even ask some deep-seated questions. Their ability to acquire knowledge and relearn has been improved.

4.2. Improvement of Interpersonal Skills

Some students have their own views on many problems, but because they are introverted or not good at words, they always keep silent when they encounter problems. Through group discussion or analysis of classroom problems, students can express their views calmly and freely from the initial tension and shyness. Not only their communication ability has been exercised, but also their team spirit of unity and cooperation has been strengthened.

4.3. Improvement of Clinical Reasoning Ability

Through special discussion and clinical case analysis, students' clinical thinking ability is fully mobilized [4]. For example, the teacher gives some clinical cases in the course of teaching, so

that the students can give principles, methods, prescriptions and drugs through analysis. It can not only improve the effect of this teaching, but also mobilize students to make comprehensive use of previous knowledge, improve the ability of analyzing and comprehensively using knowledge, and lay a foundation for future clinical practice.

5. Problems in the Practice of Formative Evaluation

5.1. The Assessment Form Is Relatively Simple and Formalistic

In the selection of assessment form of formative assessment, most teachers choose item 1, namely attendance, questions and so on. In practice, some teachers do not understand the essence of formative assessment, not to improve students' ability to analyze and solve problems, clinical thinking ability and communication ability. They are too formalistic and attendance is only for attendance. Students' initiative and creativity in learning cannot be mobilized.

5.2. It Leads to the High Overall Scores of Students

In the process of formative assessment, due to the lack of objective and standardized implementation standards, teachers give students high scores. Some courses adopt full formative assessment, and some have a high proportion, which leads to a significant improvement in the overall performance of students in our school [5]. One drawback is that students do not review well at the end of the semester, which in turn affects students' enthusiasm for learning.

5.3. The Feedback Function Is Not Outstanding

In the discussion of the function and purpose of formative evaluation at home and abroad, "providing feedback for teaching" is in the core position, mainly based on the fact that formative evaluation can overcome the disadvantage that summative evaluation delays teaching improvement due to the long information communication cycle in mastering the teaching situation. Therefore, the main function of formative evaluation should be to provide feedback for teaching and ensure that the follow-up teaching is on the normal track. However, in teaching practice, due to the heavy teaching task and tight curriculum arrangement of teachers, the evaluation of some homework or experimental reports is only achievement, not evaluation. Due to the limitation of class hours, the application of thematic discussion or case analysis in teaching activities is limited. In this way, for students, this evaluation model can not get feedback from learning guidance; For teachers, the feedback from students comes too late, which delays the improvement of some teaching links.

6. Application of Formative Assessment in Ophthalmology Teaching Assessment System of Traditional Chinese Medicine

6.1. Teaching Methods and Evaluation Methods of Classroom Practical Teaching Mode

The classroom practice teaching mode is introduced into the teaching, and the evaluation content is combined with the teaching forms such as anatomy practice, case discussion and skill operation [6]. It is not limited to a single evaluation mode, including the evaluation of anatomy practice, skill operation and group and individual evaluation after medical record discussion. Formative evaluation is mainly realized through the behavioral observation and analysis of the practical operation process and the correction, comment, feedback and modification of the practical report.

6.2. Behavioral Observation and Analysis of Practical Process

Through the behavioral observation and analysis of students in the process of practice, mainly including the compliance with classroom rules and regulations, the attitude towards anatomical experimental specimens in the process of practice, the understanding and implementation of anatomy and clinical operating procedures, the form of evaluation and feedback is generally face-to-face real-time feedback with students, including class group demonstration and evaluation, Individual communication and discussion. In this teaching link, teachers try to achieve the following objectives: (1) skill training, simulate the requirements of ophthalmic clinical diagnosis and treatment as much as possible in the teaching process of eyeball anatomy operation and clinical diagnosis and treatment operation, supervise and correct wrong equipment use habits and wrong methods, and cultivate students' professional competence; (2) Understanding and standardizing the training process is also a process of understanding and experiencing the rigor and seriousness of medical rule making; (3) Emotionally, in the process of eyeball specimen anatomy and learning many real clinical cases, I feel the awe of science, which is also the purification of students' soul and plays the role of emotional sublimation in the cultivation of humanistic quality [7].

6.3. Practice Report Review and Feedback Modification

The evaluation of individual students is mainly reflected in the practice report. Teachers' comments on each observation point and the evaluation of completion quality cannot be presented in the form of words. This study designs an operable "quantitative" system of "practice report correction and comment", which includes four aspects: basic information of the article, writing technology, logical relationship and scientific literacy, There are 10 observation indexes in total, forming a "evaluation table" with strong operability. During the evaluation, the teacher's impression on the completion of each observation point can be filled in the corresponding box in the table. The evaluation grade distribution of each evaluation point in the whole "evaluation table" is connected for observation and analysis, which constitutes the evaluation of the overall completion of the practice report. Teachers' observation items in the form are specific and observable objectives [8]. Through this form, students can know the completion of their various indicators and the overall completion, which is conducive to analyzing their problems. Combined with the written records of correction and comments in the practice report, they form a qualitative evaluation of the practice report and writers, so as to play their guiding role.

7. Conclusion

The formative evaluation and feedback process of students is not only academic, but also humanistic. It is also responsible for and respect for students' efforts and achievements. It is a platform for deep-seated interaction and emotional communication between teachers and students. The use of formative evaluation teaching in ophthalmology of traditional Chinese medicine reflects the concept of teaching and learning, helps to improve students' learning enthusiasm and initiative, objectively evaluates the teaching effect, and is worthy of further practice and promotion in medical colleges and universities. As it is still in the research and exploration stage, it needs to be further studied, explored and improved.

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