

Research on the Construction of Teaching Quality Evaluation System in Higher Vocational Institutions from the Perspective of Result Orientation

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Abstract

With the massive expansion of higher vocational education, the quality of its teaching has been widely concerned. This is because the quality of teaching in higher vocational education institutions is directly related to the quality of talent cultivation and whether graduates can better adapt to and serve the society. Therefore, ensuring teaching quality is the core part of higher vocational education cultivation process, and building a perfect teaching quality evaluation system is the key. Therefore, in order to ensure the teaching quality of higher vocational education institutions, this paper explores the dilemma of constructing teaching quality evaluation system in higher vocational education institutions from the perspective of result orientation and puts forward the corresponding construction paths in a targeted manner. For instance, change the purpose and concept of teaching quality evaluation, enrich the content of teaching quality evaluation; realize the diversification of teaching quality evaluation subjects; optimize the organization and implementation process of teaching quality evaluation; improve the feedback mechanism and effectively use the evaluation results.

Keywords

Result-oriented; Higher education institutions; Teaching quality; Evaluation system; Feedback mechanism.

1. Introduction

The construction of teaching quality evaluation system is of great significance to the development of higher vocational institutions, and the reasonableness of the evaluation system is directly related to the quality of teaching. The construction of a perfect teaching quality evaluation system in higher vocational institutions not only helps to stimulate the teachers' enthusiasm, but also helps to urge the managers of higher vocational institutions to strengthen the supervision of teaching quality, and at the same time, it is an inevitable requirement to improve the teaching quality of higher vocational institutions. Therefore, it is an important task for higher education institutions to establish a teaching quality evaluation system oriented by results and based on modern teaching evaluation concepts. Based on this, this paper explores the construction dilemma of teaching quality evaluation system in higher vocational colleges from the perspective of result orientation and puts forward the corresponding construction path in a targeted way.

2. Results-oriented Education Philosophy

2.1. The Meaning of Results-ased Education

Under the perspective of outcome-oriented education, the focus of outcomes is not the accumulation of students' learning experiences and the acquisition of scores, but the cultivation

and enhancement of students' abilities in all aspects. At the essential level, outcome-oriented education emphasizes the achievement of learning outcomes and requires that learning outcomes be presented to students in a comprehensive and clear manner. Curriculum development with an outcome-oriented approach seeks more and better learning opportunities for students and provides them with the richest learning resources, thus facilitating the achievement of their learning outcomes. In order to fully explore students' talents and develop their comprehensive abilities, educators often divide the student learning process into the following five stages:

- ① The outcomes and stages are clearly defined, while quantitative indicators and performance targets are set.
- ② The final outcomes are used as a guide to develop targeted curriculum content, while also focusing on the integration of various domains.
- ③ The task of teaching is accomplished through face-to-face teaching, practice, and question-and-answer sessions, giving teachers full autonomy to follow their own ideas and directions.
- ④ The learning outcomes are evaluated from multiple perspectives with the help of diverse means, and the evaluation should be based on the students themselves as a reference.
- ⑤ To consider whether students are qualified for advancement according to their learning outcomes, in order to cultivate students' upward consciousness and ability by means of stepped-stage learning and to stimulate their endogenous motivation.

2.2. Key Points for Implementing Results-oriented Education

2.2.1. The Setting of Expected Goals

As a complex social activity, education is profoundly influenced by the social environment. Therefore, we should consider education as a dynamic change process, which also directly determines the complexity and hierarchy of educational goal setting. In this regard, in the process of formulating expected goals, educators should guide the recipients to reasonably divide the types of goals and strive to achieve a comprehensive fit between short-term and long-term goals, and internal and external goals. First, educators should deeply analyze the learning needs of the learners and guide them to set the expected goals according to their internal and external needs. Next, educators should guide the recipients to identify the expected learning goals according to both internal and external aspects of their educational needs. Finally, educators should guide the recipients to set the expected goals for graduation in relation to their current learning situation and learning abilities, which should not be out of line with their actual abilities, but also leave enough room for upward mobility.

2.2.2. The Contrarian Design of Curriculum System

Reverse design courses can provide guidance for students' training goals from the actual needs of students. At the same time, it can improve the degree of refinement of students' graduation results, so as to provide valuable reference information for curriculum setting. This design method can achieve a perfect fit between the students' ability structure and the curriculum system, and enterprises have corresponding curriculum support for each ability of graduates. This has also achieved a significant improvement in the pertinence of talent training in higher vocational colleges. We can also understand this way of curriculum design as the premise that each curriculum setting should take specific ability indicators as the premise. This method can not only effectively avoid the surprise and blindness of curriculum design, but also completely eliminate the phenomenon of repetition and omission of curriculum design.

2.2.3. Results-oriented Education Pays Attention to the Consideration of Students' Learning Outcomes

With a focus on developing students' vocational abilities, we provide them with career development-specific training programs that take into account their future development needs.

In a results-oriented education model, students' judgment, analysis, communication and expression skills are greatly enhanced. As a guide, teachers encourage students to question established views and express their ideas, which is extremely beneficial to the development of students' creative thinking. Therefore, educators should focus on the use of research-based teaching models in the development of teaching strategies to provide students with a broader space for research and self-exploration. To sum up, results-oriented education should strictly follow the following basic principles: first, to create better learning opportunities for students and empower them to explore and innovate on their own; second, to change the role of teachers and let students really become the masters of the learning process; third, to strengthen the vertical coherence of the curriculum system and strive to make education play a better guiding function.

2.2.4. Introducing A Diverse Evaluation Model to Outcomes-based Education

Outcome-oriented education assessment will ignore the comparison of outcomes among students and emphasize the comparison of each student's own different learning stages to reach the highest achievement standards and connotations. In this process, educators need to do the following.

- ① To achieve comprehensive fit between assessment content and learning outcomes that visually reflects the types of competencies students have developed.
- ② Adopt assessment tools that meet the needs of students' future career development, incorporating their basic profile and stage learning outcomes, and constantly seeking data from diverse resources so as to provide them with dynamic assessments
- ③ Adopting irregular assessment methods such as student self-assessment, student mutual assessment, and teacher evaluation, while keeping comprehensive records of the results and providing timely feedback to students.
- ④ Improve the utilization of assessment results and ensure the tracking and consistency of assessment results records. At the same time, detailed records of the process and results of each student assessment should be recorded and developed into a book, and an assessment file should be established for each student, and attention should be paid to the use of more encouraging words in the wording of the file content.

2.3. Analysis of the Advantages of Results-Oriented Education

2.3.1. Outcomes-based Education Goals Are More Comprehensive

In the traditional education model, educational goals are often set with a focus on the acquisition of specific knowledge. Compared to traditional education, outcomes-based education places more emphasis on student learning behaviors. In terms of student performance, outcomes-based education places more emphasis on what students have learned and what they can do to accomplish their learning goals. This learning model not only requires students to accumulate knowledge, but also focuses on the mastery of skills, thus stimulating students' self-confidence by increasing their control of learning. At the same time, outcomes-based education also has a clear goal-oriented quality, and the content of the outcomes can be presented in a clear definition, which will have a beneficial impact on students' career planning.

2.3.2. Results-oriented Education Can Significantly Increase the Clarity of Graduation Criteria for Students

In an outcomes-based education model, learning performance is the only measure of student proficiency. If students want to graduate successfully, they must demonstrate what they have done and what they have gained through their learning. Compared with traditional credit-based education, the performance standards of outcomes-based education are more specific and at the same time more relevant for vocational training, which is also more conducive to students' rapid adaptation to the work environment and positions after graduation.

2.3.3. Outcomes-oriented Education Focuses More on the Development of Students' Collaborative Skills

In order to stimulate students' interest in learning and guide them to establish the consciousness of lifelong learning, results-oriented education pays more attention to the creation of cooperative learning atmosphere. In order to make every student feel the sense of achievement in achieving their learning goals, results-oriented education does not divide students' learning results into three, six, nine and so on. Instead, it takes the previous self as a reference, constantly challenges itself, and achieves common progress through mutual help and solidarity.

2.3.4. The Evaluation Criteria and Evaluation Concept of Results-oriented Education Are More Equitable

Unlike traditional education, outcomes-based education focuses on the consideration of final learning outcomes, which can effectively correct the bias of traditional education philosophy of measuring students' learning effectiveness by average scores. The decline of students' learning state and learning efficiency at a certain stage will directly affect the final results, but students' high quality learning at a certain stage will not be erased. Therefore, this type of educational assessment is more equitable. In addition, assessment in outcomes-based education has a degree of inclusiveness and is designed to gradually lead students to the highest levels of achievement.

3. The Dilemma in the Construction of Teaching Quality Evaluation System in Higher Vocational Colleges

With the rapid development of economic globalization, the fierce competition among enterprises and industries has gradually evolved into the competition for talents. At present, our country is in a period of development when many fields are in urgent need of professional talents. In such an era, higher vocational education is at the forefront of talent training, which will usher in a new development opportunity. However, while the times are changing rapidly, the construction of teaching quality evaluation system in higher vocational institutions around the world is not uniform. Some schools still have many problems, such as old evaluation purposes and concepts; evaluation contents are not sound enough; evaluation subjects are single, and the organization and implementation process need to be optimized; feedback mechanism is not perfect, and evaluation results are not used efficiently.

3.1. Evaluation Purposes and Concepts Are Outdated, Evaluation Contents Are Not Sound Enough

On the one hand, from the perspective of the purpose and concept of teaching quality evaluation. The traditional rewarding and punishing evaluation concept is deeply rooted in higher vocational institutions in various places, and teachers are generally classified into three, six, nine grades by quantifying teaching results and given different treatment and honors according to the grades. This approach seems to be fair, but in fact it ignores the development of teachers and the growth of students, and only regards evaluation as a management tool, the results of which will directly affect the improvement of teaching quality of institutions. Not only that, many institutions only keep the purpose of evaluation at the level of considering teachers' teaching level and teaching effect, and very hastily correlate the evaluation results with teachers' treatment, which does not pay much attention to the essence of evaluation, which also directly affects the fairness and comprehensiveness of teaching evaluation.

On the other hand, from the aspect of teaching quality evaluation content. Local institutions generally regard quantitative scoring as the dominant evaluation content and pay attention to the diversity of one-way evaluation subjects only, thus neglecting the bilateral nature of

teaching activities. This also makes the evaluation content of institutions limited only to teachers' teaching level and effect, which is seriously insufficient for students' independent learning, lifelong learning and innovation consciousness cultivation.

3.2. Organizational Approach and Implementation Process Need to Be Optimized

Firstly, the organization of teaching evaluation in higher vocational institutions around the world is relatively single. Although the evaluation subjects have diversity, they generally adopt the organization method of online teaching evaluation at the end of the period, which seriously ignores the substantive connotation of teaching activities. Secondly, local institutions are generally limited by the traditional evaluation concept, lacking the integration of modern evaluation concepts, neglecting students' professional development and teachers' individual development needs, and failing to provide teachers with sufficient conditions to participate in various learning activities. This is an important reason for the stagnation of the overall teaching level of the faculty in many institutions. Third, many institutions still use the traditional one-time evaluation at the end of the period, which does not create an atmosphere of fairness and strict discipline for the teaching evaluation process. Moreover, there are many unfair and unjust behaviors in the statistics and publication of results, which directly affect the effectiveness of the teaching evaluation work.

3.3. The Feedback Mechanism Is Not Perfect and the Utilization Efficiency of Evaluation Results Is Insufficient

On the one hand, the feedback form of teaching evaluation in higher vocational institutions around the world is relatively single and lacks flexibility and diversity. The evaluation opinions of different subjects can only be given back to teachers after the institutions' teaching management departments have compiled and organized them. However, due to the heavy workload of teaching management departments of institutions and their limited manpower and energy, it is difficult for teachers to understand their own teaching evaluation situation at the first time, which undoubtedly brings great difficulties for them to rectify their teaching behaviors in time. On the other hand, institutions around the world seriously underutilize the results of teaching evaluation, and only use the results to manage teachers' salary and treatment, ignoring the cultivation of teachers' comprehensive quality and the improvement of their teaching enthusiasm, thus making it difficult for teaching evaluation to play its proper role.

4. The Construction Path of Teaching Quality Evaluation System in Higher Vocational Institutions from the Perspective of Results-oriented Education

As the comprehensive practical talents training and exporting institution, higher vocational colleges and universities have the important responsibility of providing human resources guarantee for the development of local industries. Based on the cultivation goal of practical talents, the scientific degree of classroom teaching quality evaluation system has become a decisive factor for the quality of their exported talents. In this regard, local colleges and universities should actively change the purpose and concept of teaching quality evaluation, enrich the content of teaching quality evaluation and realize the diversification of teaching quality evaluation subjects. Through optimizing the organization and implementation process of teaching quality evaluation, constantly improving the feedback mechanism, effectively using the evaluation results and other paths to develop effective countermeasures, so as to significantly improve their teaching quality.

4.1. Change the Purpose and Idea of Teaching Quality Evaluation, Enrich the Content of Teaching Quality Evaluation

On the one hand, local institutions of higher education should start from the transformation of the purpose of classroom education quality evaluation, pay attention to the influence and constraints of various social factors on classroom teaching, and constantly break through the old and backward education concept, so as to enhance the practicality. Firstly, under the guidance of modern education concept, local institutions of higher education should actively establish a new concept of talent cultivation, and consider teachers' teaching and students' learning in a comprehensive manner and take into account the development of students' cognitive and non-cognitive abilities with the help of diversified forms of classroom teaching evaluation. Second, institutions should adopt a combination of process and outcome evaluation to comprehensively consider teachers' education and teaching. With the help of various incentives, teachers should be encouraged to actively participate in the teaching evaluation process and be guided to incorporate discussion, research, and consultation into the whole process of education and teaching, thus promoting significant improvement in the overall education and teaching level of the faculty. Finally, institutions around the world should incorporate developmental concepts in the setting of teaching purposes and gradually fade the elements of reward and punishment. Evaluation should be carried out from a developmental perspective, with students as the main subjects and teachers as the core strength. Take students' career development as the direction, thus promoting the quality of talent training in institutions.

On the other hand, local institutions of higher education should strive to improve the diversity of classroom teaching quality evaluation contents. In the process of formulating teaching quality evaluation contents, local institutions should pay attention to the integration of modern education concept and developmental education concept, take students' career development as the direction, and carry out targeted education and teaching work comprehensively. Its specific measures can be divided into the following three aspects:

Firstly, teachers in higher vocational institutions around the world should strive to improve the rationality and practicality of their teaching contents and reasonably set the key and difficult points in the learning contents. This is not only to let students master solid basic knowledge, but also need to let students have to stimulate their enthusiasm and initiative of learning with the help of independent learning and strengthening the mobilization of innovation consciousness. At the same time, personal moral and humanistic education should be integrated into the whole process of education and teaching.

Second, teachers in higher education institutions around the world should strive to find effective teaching methods. Teachers should rely on their own teaching ability and teaching resources to give students a broader space for participation and strengthen students' subject consciousness. They can focus on cultivating students' collaboration ability and enhancing students' team consciousness through group learning and independent seminars.

Third, institutions around the world should pay attention to the excavation of teachers' teaching potential. Make teachers' basic skills and teaching infectiousness the focus of evaluation, and break through the traditional barrier of single-content evaluation. Combining the actual employment trends of each discipline, we can evaluate teachers' education and teaching in an all-round way, so as to realize the comprehensive cultivation of talents.

4.2. Optimize the Organization and Implementation Process of Teaching Quality Evaluation

First of all, from the perspective of the adjustment of the evaluation organization mode. The institutions of higher education in each region should develop evaluation methods corresponding to the real situation of different evaluation subjects. From the perspective of

students, institutions should appropriately integrate formative evaluation elements in the evaluation of teaching effectiveness. The evaluated teachers should formulate the questionnaire contents with their own actual teaching situation, so as to help teachers understand their own teaching strengths and weaknesses more intuitively. From the perspective of teachers, institutions should encourage teachers to regularly carry out multi-dimensional self-evaluation, combine the contents of real-time classroom questionnaires, and integrate the cutting-edge knowledge and technical information of the industry in this discipline. This is coupled with content such as teaching logs to comprehensively consider their own teaching situation. They should also make an objective evaluation of their own performance and gains from participating in peer exchanges and peer evaluation activities.

Higher education institutions around the world should always adhere to the modern evaluation concept, with the benchmark of promoting students' career development and the goal of improving teachers' teaching ability and teaching level. Specific measures can be divided into the following three aspects: Firstly, always adhere to the student-centered approach, fully respect students' personalities, guide them to formulate career development plans, and promote their personalized development; Secondly, combine teachers' personal development needs, tailor various training, practice, and seminar activities for them, and reasonably divide the time ratio between their teaching and study, so as to continuously promote the improvement of teachers' professional level; Thirdly, teachers are encouraged to fully understand the evaluation of students, peers, supervisors and leaders, deeply reflect on each link of their own teaching, and finally realize the common progress of teachers and students with the help of evaluation.

4.3. Improve the Feedback Mechanism and Make Effective Use of the Evaluation Results

Higher vocational institutions should strive to improve the timeliness and diversity of feedback forms of teachers' evaluation results, and set up corresponding feedback forms for different evaluation subjects. For the evaluation of supervisors and leaders, the relevant departments of institutions should give feedback to individual teachers at the first time after the class, so that teachers can intuitively understand the strengths and weaknesses of their own teaching through the ratings, and thus make better reflections and corrections. For the evaluation opinions of students, the institution can set up an evaluation leader in each class, who will collect and organize everyone's evaluation opinions and give the information back to the teachers in time. For teachers' self-evaluation results, teachers should collect and organize them by themselves, think deeply about their own shortcomings, and thus seek effective improvement solutions. For the evaluation among peers, local institutions should strengthen the communication and cooperation with other similar institutions. By co-constructing regional teaching seminar alliances and regularly holding various academic seminars, the evaluation results of teachers are introduced into the activities so as to achieve common progress.

Local institutions of higher education should make efforts to improve the utilization of teachers' evaluation results. Local institutions can change the traditional mode of publishing the evaluation results as a whole and give feedback to teachers' evaluation results to their faculties, thus urging the faculties to organize a discussion among all faculty members. At the same time, teachers can adjust their teaching methods in a timely manner and submit their specific proposals for reform to the management. At the same time, institutions should also guide and encourage teachers to maintain a positive mindset towards teaching evaluation and actively learn the cutting-edge knowledge and technology of the industry. This will allow teachers to be integrated into the daily work of teaching and continuously improve their own classroom teaching behavior, thus promoting the continuous improvement of teachers' teaching standards.

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