

Literature Review of the Research on Evaluation Criteria of University Compulsory Courses

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Abstract

By systematically sorting out the literature on the principles and problems of the evaluation standards for university compulsory courses published from 2002 to 2022, this paper attempts to describe the "integrity" and "humanity" in the existing problems of the evaluation standards for university compulsory courses. At the same time, aiming at the above deficiencies, some suggestions are put forward, such as strengthening the overall construction of the research on the evaluation standards of compulsory courses in universities and returning to humanistic principles, in order to be beneficial to the research on the evaluation standards of compulsory courses in universities.

Keywords

University compulsory courses; Course evaluation; Evaluation standard.

1. Research Review

Searching "Course Evaluation Criteria" on China Knowledge Network, a total of 116 literatures about course evaluation and 6815 literatures related to course standards were found. Screening in the past five years, 42 related literatures were obtained. From this, it can be roughly seen that my country still attaches great importance to the research on curriculum evaluation, but most of the perspectives are still concentrated on the middle school level, and the research on university curriculum is still somewhat lacking.

However, what is the evaluation standard of university courses can sometimes be determined by background and goals. The focus of today's education reform is core literacy, and countries around the world have begun to develop curricula and formulate their standards in this direction. Yang Xiangdong believes that curriculum standards not only reflect the research progress and practical experience of education and teaching in a specific period, but also reflect the specific thinking of a specific country or region on the ideal state of its own basic education system. The basis for its evaluation is whether it truly and completely reflects its essence. Curriculum standards are generally formulated by authoritative institutions. Some scholars have mentioned that curriculum standards are the product of standardized and scientific curriculum management. course. Some scholars have pointed out that the evaluation of course quality is a key link in the quality assessment of higher education, and it is also the basis for the evaluation of the degree of achievement of graduation requirements and the degree of achievement of training objectives. In addition, some scholars believe that the evaluation standard of university compulsory courses evaluates students' performance through a more comprehensive and objective comprehensive evaluation, mainly using a combination of process evaluation and target evaluation; combining classroom questions, student homework, etc., pay attention to students' actual analysis problem-solving skills. It can be seen that the evaluation criteria of university courses have not been uniformly defined so far.

As for how to construct the evaluation standard of university courses, some people think that it is necessary to evaluate from multiple factors such as teaching objects, teaching implementation, teaching links, teaching environment, teaching effect, etc., combined with the

analysis of the nature of the course. Chinese scholars have mentioned that curriculum evaluation should judge and study the planning, operability and related educational value of the curriculum through certain methods and approaches, so as to provide the basis and direction for better realization of curriculum reform and improvement of curriculum quality; Some scholars believe that a complete set of course quality evaluation should be carried out from four aspects: the evaluation of the course preparation process, the evaluation of the course plan, the evaluation of the course implementation process, and the quality of the course teaching process; in addition, there are other Scholars emphasize that the evaluation of the course should run through the whole course of the course from beginning to end, and evaluate and analyze each link of the course according to different emphases, so as to find and correct the existing problems. Through the previous analysis of the quality evaluation of university courses, some scholars believe that the evaluation of university course quality needs to be based on certain evaluation standards, and make value judgments on the whole process of course preparation and design, course implementation and effect feedback, so as to realize the quality of university courses. Purposeful improvement and enhancement. Some scholars believe that if the object of evaluation is a higher education level course, it cannot just conduct a simple evaluation. When evaluating the learning effect of students, a comprehensive evaluation should be made on the professional practice ability and professional practice attitude, and fully consider the professional practice subject. develop. Some scholars in our country put forward their own thinking and research on the evaluation of professional practice courses in higher vocational education. He put forward three major confusions about the evaluation of current curriculum standards. Standards and evaluation methods are the needs of constructing the evaluation practice system of higher vocational professional practice courses. To sum up, the university curriculum evaluation standards should be constructed in combination with the actual situation of the curriculum, the current development trend of the curriculum and the development of the main body of the curriculum.

Scholars in my country have put forward their own views on the evaluation standards of college courses. Some people think that on the basis of the basic framework of national curriculum standards, appropriate adjustments and expansions should be made. Combined with the actual situation of college courses, the main content of college curriculum quality standards should be divided into The following five points: course overview, course objectives, content standards, implementation suggestions, and course evaluation. Some scholars believe that this new type of curriculum evaluation system is a developmental curriculum evaluation system. The concept and method to develop the curriculum evaluation system. For example, some scholars subdivide the evaluation system into five evaluation systems, namely, the evaluation system of college English courses, the evaluation system of teachers' teaching effectiveness, the evaluation system of students' learning effectiveness, the evaluation system of teachers' professional ability and development, and the evaluation system of English ability. , and some scholars have designed the "six dimensions, eighteen items and one overall" curriculum teaching evaluation standard based on learning objectives, learning conditions, learning guidance, learning activities, learning effects and innovative characteristics and overall evaluation. Therefore, establishing a good university course evaluation standard is an urgent problem to be solved.

Many scholars have studied the evaluation standards of university courses in depth from the perspective of evaluation subjects. These studies are usually carried out by multiple evaluation subjects. For example, "the standards for testing and evaluating applied undergraduate education courses should also be determined by society." "Educational democracy advocates Teachers, students, parents and other citizens of the country and educational administrators jointly participate in the decision-making and management of education." "School-based curriculum evaluation is carried out around the development of 'people'. Human development

is complex and holistic, so holistic Compared with the scientific positivism method, the method of systematic humanism and naturalism can better reflect the educational characteristics of evaluation that makes 'people' a person." These studies have shown the characteristics of studying the evaluation standards of university courses from the perspective of multi-evaluation subjects in recent years. , as many scholars have said, "This value orientation highlights the value of the curriculum for human development, emphasizing the individualized existence of human beings and the ultimate concern for human subject life."

Among them, teachers and students are the main body of evaluation to define the evaluation standards of university courses. Among them, many scholars said that improving teachers' professional literacy and ensuring classroom teaching are important criteria for university curriculum evaluation. For example, many scholars have investigated the improvement effect of professional practice courses on teachers. As the evaluation standard for professional practice courses in university courses, "44.6% of teachers believe that after the implementation of each professional practice course, the course is 'all evaluated' or 'Most make an overall evaluation'... but 63.8% of teachers believe that it 'cannot accurately reflect' the overall real situation of professional practice courses", and many scholars pointed out that the purpose of evaluation is to improve teachers, so it should be aimed at promoting teachers' professional and professional development. Personal quality is the standard for evaluation of teaching, "Evaluation is for the improvement of teachers, and the results of analysis should not be just for rewards and punishments and evaluation of excellence, but should help teachers face the results of evaluation with an open and magnanimous mind, determine teachers' improvement requirements, and formulate improvements. When formulating improvement plans, teachers should respect the personality and personal value of teachers, analyze their future development direction and goals, and promote the overall development of teachers' professional and personal qualities." It can be said that the above researches all have the potential to promote teachers as a university curriculum. commonalities of evaluation criteria.

Many people believe that it is more reasonable to formulate research on university curriculum evaluation standards for the purpose of promoting student development. , set up visual and specific goals, so that students can clarify the final results and specific behaviors of a certain course.", "Whether the relevant standards cover all core literacy, core literacy includes students' various abilities and qualities, and the course evaluation standards should be In order to promote the various qualities of students through traction curriculum practice, the corresponding literacy issues must be reflected in the curriculum evaluation standards." Some people also mentioned that student scores are the specific quantitative form of university curriculum evaluation standards. "The purpose of evaluation is to test whether students are Memorized content about the course in order to give them a grade." This kind of evaluation criteria that focuses on students' grades. There is also the establishment of evaluation standards that can adjust students. "The evaluation of courses and teaching must be based on respect for students, actively adopt and implement student self-evaluation, and make evaluation a means for students to understand themselves, develop themselves, manage themselves, and encourage themselves. ." Coincidentally, the "National General College Physical Education Curriculum Teaching Guidance Outline" formulated and issued by the Ministry of Education in 2002 also proposed that "the physical education curriculum evaluation includes three aspects: students' learning, teachers' teaching and curriculum construction. Learning evaluation should be an evaluation of the learning effect and process..." It is not difficult to find that these standards are all based on students as the main body of evaluation, with the purpose of promoting students' development.

Of course, there are also many scholars who have put forward the view that both students and teachers should be taken into account. Only with evaluation standards that are beneficial to both parties can the value orientation of win-win education be realized. Such a point of view

has the evaluation relationship of "one whip method", which makes the subject of curriculum evaluation be linear and single, the curriculum and teaching evaluation is less comprehensive and more one-sided, less democratic and more arbitrary. "The evaluation criteria formed on this point of view are, "The evaluation of efficient classroom courses is divided into six indicators, namely, students' self-development, teachers' teaching literacy, teaching implementation process, teaching final purpose, learning acquisition environment, and teaching research methods." The training goal of professional talents in colleges and universities is the starting point of curriculum setting, teaching resource construction, and talent training mode, and it is also the destination for evaluating whether the curriculum setting, talent training mode and resource allocation are reasonable." "A modern curriculum system based on core literacy should contain at least the following Four parts...Teaching advice, that is, the educational experience and resources that educators should provide to ensure the quality of learning for the educated, teaching advice in a broad sense has a very broad extension, also known as "educational opportunity standards" or "teaching process". Standards", etc., can include the structure, organization, key processing and teaching methods of the content taught in the classroom, as well as school fairness, teacher professional development, allocation of educational resources, etc." This not only concerns students' learning effects, but also Requirements for teachers' teaching quality.

Based on the above understanding, in the evaluation standard from the perspective of the compulsory courses of the university, the research focus should also be set with the two main subjects of teachers and students as the evaluation standard.

2. Existing Problems

Curriculum evaluation plays an important role in promoting curriculum construction and improving education quality. At present, there are many relevant literatures on the evaluation standards of university courses for reference. Chinese scholars have also proposed many evaluation standards of university courses with practical significance. However, there are still problems in the formulation of university curriculum evaluation standards .

2.1. The Formulation of Evaluation Standards for Compulsory Courses Lacks Integrity

By reviewing the literature, we found that few scholars have studied the compulsory courses in universities as a whole. Most of the existing researches are aimed at a certain compulsory course . Many scholars emphasize that the course evaluation is mostly linked to the core literacy. The quality evaluation system of general education courses is put forward, and a clear optimization index of general education course quality evaluation is put forward to improve the quality evaluation of general education. Some scholars believe that "developmental evaluation has shifted from focusing on courses to focusing on students' overall development in concept, not only focusing on students' knowledge acquisition, but also emphasizing students' moral quality, aesthetic accomplishment, attitude towards life and other aspects." Because of this trend of thought Most of the research on course evaluation focuses on courses that can reflect students' various abilities and characteristics. For example , some scholars "dig deep into the ideological and political education elements contained in the "University Physics" course and improve the method of course evaluation" and so on. There are also studies that only focus on specific compulsory courses such as college English and college physical education. These scholars only propose evaluation standards for specific disciplines , and do not study the compulsory courses as a whole.

Compulsory courses refer to the courses that students of a major must learn and master. Compulsory courses are the foundation to ensure the cultivation of specialized talents, and lay a general foundation for the development of students in moral, intellectual, physical, aesthetic,

labor and other aspects. Compulsory courses are also important subjects that have a profound and extensive influence on students. Therefore, studying the evaluation standards for compulsory courses also plays an important role in regulating learning and improving efficiency. However, the existing course assessment standards cannot scientifically reflect the achievement of the university's compulsory course objectives, so we will focus on putting forward reasonable evaluation standards for course assessment from the perspective of compulsory courses.

2.2. The Formulation of The Evaluation Standards for Compulsory Courses Lacks Humanism

By consulting relevant literature, in the current research, there are still many deficiencies in the research subject of university curriculum evaluation standards. Some people say that "the full value of the curriculum can only be realized on the basis of meeting the needs of individual development. The social value of the curriculum will disappear." This reflects the lack of understanding of the "people-oriented" educational purpose in the research on the evaluation standards of colleges and universities in China. The researchers based on 'who' have not yet reached a final consensus. How to promote its implementation in the case of disagreements has also become the focus of the researchers' common concern." "In the design of evaluation indicators for various teaching quality, the The qualitative evaluation of teachers and students only uses quantifiable data such as the number of national or provincial famous teachers, the number of textbooks, the number of teaching projects, teaching awards, and national excellent courses as proof of teaching quality, which is completely divorced from the essential characteristics of teaching. It is emphasized from the side that there is a considerable degree of neglect of the nature of people, the nature of education, and the laws of education at all levels in the evaluation standards of current university courses. The principles can be divided into the principle of humanistic care, the principle of seeking truth from facts, and the principle of appropriate details", "the course evaluation should build a good evaluation relationship, and the course evaluation includes the relationship between multiple evaluation subjects, as well as the relationship between the evaluator and the evaluator. Most of the relationship subjects have certain interest entanglements, so the evaluation relationship is often relatively complicated." In recent years, the indicators designed for the evaluation of university courses are mostly formal evaluations, and such standards can only reflect the teachers and students in university course teaching. The external characteristics of the university curriculum evaluation forget the real education, schools, teachers or students, and there is a paradox that neither "education" nor "people" is seen in educational evaluation. Some people say, "Whether humanistic thinking can be rooted in practice in the course implementation process of efficient classrooms, whether it can enrich students' practical experience and innovation ability, and whether students can obtain harmonious and balanced psychological functions when dealing with others. development, whether it can 'make people adult', these fully show the primary premise and ultimate goal in the evaluation process of efficient classroom courses," and "the main focus is on people, and the development of people's literacy is emphasized. Taking the development and growth of people as the inner logic of curriculum evaluation, it guides the design and implementation of the curriculum." Failure to recognize that "people-oriented" is the concept of educational purposes has profoundly affected the design of university curriculum evaluation standards.

3. Future Outlook

3.1. Strengthen the Construction of The Integrity of The Evaluation Standard System of Compulsory Courses

In the literature reviewed, most scholars have studied the curriculum evaluation criteria from an independent discipline, but it is also important to look at the required courses as a whole. The evaluation of compulsory courses not only refers to whether the teaching of a certain course can meet the requirements of discipline training, but also whether the teaching of a certain course can achieve the expected classroom effect.

3.1.1. Evaluation Criteria Should Realize Subject Training Requirements

The evaluation of courses should not only focus on superficial evaluation indicators such as theoretical teaching, but also face the whole process of practical teaching. Some specific disciplines with strong practicality and operability attach great importance to the application of practical teaching. Our compulsory courses are more Therefore, the combination of theory and practice can achieve teaching goals, meet the needs of all walks of life, and better highlight the significance of compulsory courses. Many courses currently offered are dedicated to cultivating students' professional quality. For example, college English pays more attention to cultivating students' English listening, speaking, reading and writing skills, laying a good foundation for the study of professional courses. Compulsory courses are the general term for courses that must be learned and mastered. It is necessary to pay more attention to cultivating students' comprehensive quality and lay the necessary foundation to cultivate high-quality talents with comprehensive ability.

3.1.2. Evaluation Criteria Should Include Classroom Effectiveness

Evaluation of compulsory courses should also pay attention to the classroom effects achieved. Good classroom results include stimulating students' interest in learning through the study of compulsory courses, which requires teachers to be good at using various teaching methods, so that knowledge and situations cooperate with each other, and strengthen students' intrinsic motivation to seek knowledge. A good classroom effect also includes making students proficient in relevant knowledge and skills in the learning of compulsory courses, which requires teachers to reasonably arrange teaching content according to the course objectives, students should also be involved in classroom learning, and students and teachers are required to interact with knowledge. Making the classroom a training ground and arena for knowledge learning is also an important factor in achieving a good classroom effect.

3.1.3. Evaluation Criteria Should Pay Attention to Their Own Needs

The current course evaluation is based on whether a course achieves its set teaching plan to set the course rating. But ignoring the needs of their own learning, using this method to evaluate a course is not comprehensive enough. In addition to following the teaching plan and achieving the teaching goals, the compulsory courses should pay more attention to whether the compulsory courses can meet the students' learning needs, and whether the development of this course can stimulate the students' interest in learning and make the students truly improve.

3.2. Pay Attention to The Evaluation Standard of Compulsory Courses and Formulate The Principle of People-Oriented

For the formulation of evaluation standards, how to return to "people" as the main body should be an important principle for the formulation of current curriculum evaluation standards. Therefore, from the perspective of returning to the main body, the construction of curriculum evaluation standards should have the following characteristics:

3.2.1. Evaluation Criteria Need to Be Targeted

With the deepening of teaching reform, it is more and more urgent to construct some new evaluation standards for compulsory courses, focusing on determining how to combine the development requirements of the times, highlighting the characteristics of university education, and more importantly, returning to the "people" in teaching. One main body is to highlight the cultivation of students' and teachers' literacy. For example, some scholars put forward that "Shanxi University has changed the traditional evaluation standards since 1999, and established the "Shanxi University Teachers' Teaching Quality Evaluation Table", which is divided into 14 items and uses the second-level evaluation method for evaluation. How to teach has changed to focus on how students learn, and increase the evaluation of students' interest in learning, learning methods, and the cultivation of innovative spirit." It can be seen that the position of the curriculum evaluation standard system must be based on the evaluation subject. This requires the selection of different evaluation criteria and principles for different evaluation subjects. For the evaluation subject of students, the criteria should be based on the teaching performance of teachers in course teaching as the evaluation dimension, and first-level evaluation indicators, such as teaching methods, teaching attitudes, should be formulated. , teaching content, etc. At the same time, the decomposed secondary indicators are expressed as much as possible with operational and diagnostic language and symbols, which are concise, easy to operate, and easy to feedback. If experts are the subject of evaluation, their understanding of teachers' direct performance in the classroom, such as teaching content and teaching methods, is far less than that of students, and there may be certain deviations in evaluating courses after listening to one or two lessons. Therefore, the standard system of evaluation should be transferred to many factors that affect the curriculum, such as teachers' teaching organization, research attitude, academic level and other indicators that are directly related to the curriculum level.

3.2.2. The Evaluation Standard Follows the Scientific Evaluation Purpose

The purpose of evaluation of compulsory courses is to promote the improvement of teaching quality. If the evaluation criteria can be passed through the evaluation, various evaluation information can be fed back to the subject under evaluation in time, and the teaching and learning of the course can be adjusted in time, which will promote the continuous improvement and self-improvement of teachers' teaching professional level, and promote students to better To acquire knowledge, improve personality, improve literacy, and develop in an all-round way.

3.2.3. Evaluation Criteria Focus on Students' Learning Process

"Course evaluation is a requirement of modern teaching management, and ensuring the quality of teachers' evaluation of students is an important part of university teaching management." In view of many curriculum evaluation standards, the subject of "people" in education is not fully understood, and to varying degrees Teachers' evaluation of students is ignored. In the indicators of course evaluation, the following principles should be taken into account: students' hope of achieving academic goals, students' achievement motivation and self-esteem drive students to pay attention to teachers' assessment of course performance; during students' stay in school, the school's various scholarships and honors are related to Students' academic performance is closely related; further study and employment of students are related to course performance. Teachers' evaluation of students' academic performance is closely related to students' interests and their own development. Schools must ensure that teachers treat each student fairly and seriously, and students are effective supervisors. For example, "Wenzhou University's teaching evaluation index system consists of 5 parts and 14 indicators, of which some indicators in the teaching method part involve the teaching interaction process, such as: teachers can use heuristic or participatory teaching to guide us to think; teachers can effectively adjust However, these indicators are vague and general in the evaluation of the thinking

activities of the students in the teaching interaction. Therefore, the evaluation of the course evaluation indicators for the specific key issues in the students' cognitive process can more accurately reflect the quality of the teaching process, thereby promoting the improvement of the teaching quality, which is the key to the construction of the current compulsory course evaluation standard system.

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