

An Analysis of Classroom Quality Evaluation in Colleges and Universities

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Abstract

Classroom teaching is the main channel of teaching, and teachers are the organizers and guides of classroom teaching. To improve the quality of classroom teaching, teachers need to constantly improve their own ability and pay attention to the cultivation and all-round development of students' core qualities. This paper analyzes the factors that affect the quality of the classroom, and suggests evaluating the quality of the classroom from the perspectives of teachers' ethics and professional ability, the relationship between teachers and students, the richness of classroom activities, etc.. It points out that we should use the evaluation baton well, improve teachers' ethics and comprehensive professional level, build a harmonious relationship between teachers and students, promote the continuous improvement of the quality of the classroom, and promote the development of students' personality and all-round development.

Keywords

Colleges and universities; Classroom quality; Evaluation.

1. Introduction

At present, classroom teaching is still the main way for teachers to impart knowledge and cultivate ability. With the continuous improvement of the society's requirements for talents, it is necessary for teachers to effectively improve the quality of classroom teaching and enhance the learning results of students in the limited classroom time. Universities have always attached great importance to classroom learning assessment [1]. The student-oriented classroom quality evaluation has been widely implemented in Chinese colleges and universities. The classroom quality evaluation provides opportunities for students to express their learning needs and participate in the classroom teaching quality assurance, and also provides a basis for teachers to improve teaching work. It plays an important role in the management of the quality assurance of education and teaching in colleges and universities. Classroom quality evaluation has the function of motivating teachers to strive to achieve curriculum teaching objectives in accordance with the requirements of evaluation, which can affect teachers' classroom teaching behavior and thus affect the quality of talent training.

2. Classroom, Classroom Quality, Classroom Quality Evaluation

2.1. Classroom

Classroom is the place where teachers teach or students learn. It generally refers to the place where various teaching activities are carried out. With the development of science and technology, today's classroom has a variety of forms, such as traditional classroom, online classroom, flipped classroom, smart classroom, future classroom, etc., but they cannot be separated from the essence of classroom, that is, the "teaching" of teachers and the "learning" of students.

The classroom teaching in American colleges and universities pays attention to students' needs, independent learning ability, learning attitude and innovative thinking[2]. The teachers and

students of the German University of Applied Technology are well prepared before class, strict in assessment, attach importance to students' participation in teacher-student interaction and adhere to the characteristics of classroom teaching in doing middle school [3].

2.2. Classroom Quality

Classroom quality is generally understood as teacher's teaching effect or student's learning effect quality. In the field of education evaluation, classroom quality generally refers to the quality of classroom teaching. The purpose of studying classroom quality is to improve the quality of classroom teaching [4].

2.3. Classroom quality evaluation

Classroom quality evaluation is one kind of teaching evaluation, that is, classroom teaching quality evaluation, which is the process of collecting learning information to improve teaching and is an integral part of teaching. The evaluation is based on teaching objectives, and the purpose of evaluation is to improve teaching and learning[5]. In particular, by judging the quality of teaching content, teaching methods, learning resources and learning effects, students' learning and development are promoted.

3. Factors Affecting Classroom Quality

The core of classroom quality evaluation is to evaluate the teaching process and teaching results, that is, to evaluate the "teaching" of teachers and the "learning" of students. Therefore, there is no doubt that teachers and students have become the most important factors affecting the quality of the classroom.

3.1. Teachers

It includes the teacher's ethics, the ability to apply modern technology, the understanding of teaching objectives, the application of teaching methods, the attention to the teaching process and the attention to the teaching feedback.

The edification of teachers in the classroom will greatly affect the students' thoughts, so teachers should have good ethics norms and feelings of education. In the age of education information, it has become a necessary skill for teachers to improve teaching methods and enhance teaching effect by using cutting-edge technologies or means such as digital technology and AI technology. Teaching objectives are the starting point and destination of teaching. They are teachers' explicit description of the learning results achieved by students. Teachers' clear and thorough transmission or expression of teaching objectives affects students' learning results. There are a variety of teaching methods. Teachers use a variety of teaching methods in the teaching process, rather than a traditional "one word" teaching method, which is also a standard to evaluate the quality of the classroom. Good classroom learning atmosphere and the cultivation of interest in learning are also important factors affecting the quality of the classroom, so we should give positive attention to the whole process of teaching. Teachers should be able to timely understand the learning status of students, and timely update and improve the teaching content according to the learning status, which reflects the important role of teaching feedback, so it is very necessary to pay attention to teaching feedback.

3.2. Students

Including students' learning basis, learning interest, learning objectives, learning motivation, learning willingness and so on. Whether the students' learning foundation is weak or profound directly affects the degree of students' absorption of knowledge. Interest is the best teacher, learning interest is a direct impact on learning results. In addition, whether the learning goal is clear, whether the learning motivation is sufficient, whether the learning willingness is strong will also affect the learning effect.

4. Evaluation of Classroom Quality

Fully implement the school, college, supervision, peer listening system, strengthen the feedback of students' evaluation of teaching, teachers' evaluation of learning and other information, at the same time, pay attention to the setting of excellent examples, give play to the role of example demonstration and leading, evaluate the quality of the classroom from the following perspectives, so as to promote the continuous improvement of the quality of the classroom.

4.1. Whether the teacher has a high level of ethics and professional ability

Teachers should love their jobs, focus on their own educational work and get happiness and satisfaction from it. Teachers should love students, respect students, from the heart like every student, can communicate with them equally, can humbly listen to students' opinions. Teachers should not only care about students' learning knowledge to improve their ability, but also guide them to establish a correct world outlook, outlook on life, values, and care about their growth and progress. Teachers should be rigorous in learning, strive for excellence, be proficient in their major, have appropriate and flexible teaching methods in teaching activities, clear and fluent language expression, and have good abilities in the development and integration of classroom resources, classroom teaching organization and management, and lifelong learning, etc.

4.2. Whether the teacher-student relationship is good or not

Only when teachers and students have a good relationship can they fully understand and trust each other and have good communication. In this way, it is beneficial for teachers to know students' foundation, preferences and specialties, help students to understand teachers' teaching style, and lay a foundation for teachers to prepare lessons and create a good classroom atmosphere.

4.3. Whether the classroom teaching activities are rich and can stimulate students' interest in learning.

Dull, non-interactive classroom atmosphere will undoubtedly reduce the quality of the classroom. In teaching design, teachers should design various forms of teaching activities as a facilitator, so that students can acquire knowledge through participation and interaction. The "Internet Plus" era has created more possibilities and choices for various forms of teaching activities. A variety of information-based teaching resources, such as MOOCs, online open courses, micro-courses and videos, can be used in class to improve students' attention in class. In addition, a variety of intelligent classroom software provides a new carrier for classroom interaction and discussion, such as wisdom classroom, rain classroom and so on. Teachers should make good use of digital resources and equipment, enrich classroom teaching activities, lively classroom atmosphere, improve the quality of the classroom.

5. Conclusion

The evaluation of classroom quality in colleges and universities should pay attention to teachers' own teachers' moral level, professional level, teaching attitude, teaching organization ability, teaching methods and skills, teaching effect, pay attention to students' personality, interests and specialties, highlight students' dominant position, and promote students' personality development and all-round development. At the same time, we should attach importance to students' self-evaluation, that is, the longitudinal comparison of students' self, and take students' progress and self-improvement as important evaluation factors.

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