

Construction of a Comprehensive Evaluation System for Classroom Teaching Quality in Undergraduate Vocational Education

Xiaofang Yuan

Quality Assurance Center, Shenzhen Polytechnic University, People's Republic of China

Abstract: Undergraduate vocational education is developing rapidly, and classroom teaching quality has become the key to measuring education quality. This study constructs a comprehensive evaluation system for the quality of classroom teaching in undergraduate vocational education. The system is based on students, supervisors, teaching units and peers, and evaluates from multiple dimensions such as teacher quality, teaching content, teaching methods, learning outcomes and overall satisfaction with teaching. At the same time, this study has applied and verified the comprehensive evaluation system in practice. The research results show that the constructed comprehensive evaluation system for the quality of classroom teaching in undergraduate vocational education can effectively identify problems and propose targeted improvement measures based on them, thereby promoting the continuous improvement of classroom teaching quality.

Keywords: Undergraduate Level; Vocational Education; Classroom; Teaching Quality; Evaluation System.

1. Research Background

As the core form of school teaching activities, classroom teaching is not only a key place for talent cultivation, but also the top priority of school education. It is generally believed that the key to improving the quality of talent cultivation lies in classroom teaching, which has become a broad consensus.

In the field of domestic research, Yu Changyong et al. (2021) conducted supervision and evaluation on the classroom teaching quality of higher vocational colleges from multiple dimensions such as teaching content, teaching methods and teaching effects. Liu Yan et al. (2012) explored the relationship between undergraduate teaching quality and student satisfaction. Yong Shushu et al. (2023) studied the classroom satisfaction of students in ideological and political courses in vocational undergraduate colleges. Xu Jiao (2009) analyzed the problems and influencing factors in the evaluation of undergraduate classroom teaching quality, constructed a three-index system including student evaluation, expert evaluation and manager evaluation, and proposed an evaluation model with student evaluation as the main and expert evaluation as the auxiliary.

In the international field, classroom teaching quality evaluation emphasizes developmental evaluation, giving students more participation and decision-making power. Educator J.S. Bruner believes that classroom teaching should focus on structure and focus on cultivating students' "discovery learning" ability to promote the internalization of knowledge. Feldman (2007) listed the abilities that undergraduate teachers should have, and Chickering AW et al. (2006) proposed the "Seven Principles of Excellent Undergraduate Teaching" to help create a positive learning environment, stimulate students' interest in learning, and improve learning outcomes.

In summary, the current research on classroom teaching quality evaluation of higher vocational colleges and ordinary undergraduate schools is relatively rich, mainly focusing on teacher performance, teaching content, teaching strategies and student satisfaction. However, there are relatively few

studies on classroom teaching quality evaluation of undergraduate vocational education. In order to adapt to the rapid development of undergraduate vocational education, it is necessary to establish a diversified evaluation subject, evaluate the teaching quality of teachers and the learning effect of students from multiple dimensions, and construct a new model for the evaluation of classroom teaching quality of undergraduate vocational education.

2. Construct a Comprehensive Evaluation System for Classroom Teaching Quality of Undergraduate Vocational Education

In order to meet the needs of undergraduate vocational education, a comprehensive evaluation system for the quality of undergraduate vocational education classroom teaching has been constructed. The system is based on students, supervisors, teaching department and peers, and evaluates from multiple dimensions such as teacher quality, teaching content, teaching methods, learning outcomes and overall satisfaction with teaching.

2.1. Student Evaluation

2.1.1. Classroom Evaluation

Teacher quality: The teacher teaches and educates people. I can feel his love for teaching and his care for students. The teacher is familiar with the teaching content, well prepared for class, clear in lectures, energetic, and well managed in class.

Teaching content: I am familiar with the syllabus and learning objectives of this course. The teaching process is well arranged and the content is moderate in depth and breadth. The course content combines theory with practice, reflects the latest achievements, and is inspiring and challenging to me.

Teaching methods: The teacher can adopt flexible, diverse and effective teaching methods to stimulate my interest in learning and deep thinking. The teacher is good at stimulating my independent thinking on problems and actively

participating in classroom discussions. The teacher can communicate with students frequently, and I get effective guidance from the teacher when I have questions; the teacher pays attention to the timely explanation of homework and the students' classroom performance.

Learning gains: My interest in learning has increased. My ability to analyze and solve problems has improved. I feel that I have gained a lot from studying this course.

Overall satisfaction rating: What is your overall evaluation of the teacher's teaching in this course ?

2.1.2. Mid-term Evaluation

Clarity of objectives: Are you clear about the learning objectives, assessment requirements, and the connection between previous and subsequent courses of the course?

Learning gain: Are you able to keep up with the class progress and understand the lectures?

Textbook satisfaction: Are the textbooks and reference materials selected by the teacher suitable for your course?

Satisfaction with the teaching process: Does the teacher assign homework (projects, tasks, etc.) and correct and comment on it in a timely manner? Does the teacher talk about the latest developments and development directions of the industry and sector corresponding to the subject in class? Does the teacher connect the current situation and policies in class, combine the new era, new ideas, new concepts, and new achievements, and focus on the combination of moral and technical training, and the combination of work and study?

Satisfaction with the teaching process: Does the teacher use actual cases or projects (tasks, etc.) to teach the course, allowing students to "learn by doing"? Is the student participation high?

Satisfaction with teaching effectiveness: Has the teacher introduced information-based teaching tools and modern teaching methods to improve teaching effectiveness?

Course gain: Compared with other courses, do you think you gain from studying this course?

Teacher satisfaction: Would you recommend this teacher to future students taking this course?

2.1.3. Final Evaluation

Teacher ethics and teaching style: Teachers are role models, care about their students, and subtly help students establish correct professional ethics.

Teaching process: Are you clear about the learning objectives, assessment requirements, and the connection between the previous and next courses? The teacher is familiar with the teaching content of this course and has proficient skills; the class is well prepared and the lectures are clear. The teacher's teaching methods are advanced, the class is attractive, the teaching content is easy to understand, and the case explanations are typical and practical. The course content connects new theories, new knowledge, and new technologies; the teacher's teaching theory is combined with practice. The teacher pays attention to the students' learning process, the homework and projects are properly arranged, and the tutoring and answering (including online Q&A) are timely and accurate.

Teaching effect: After completing this course, you have systematically mastered the knowledge you have learned; after completing this course, you have learned knowledge, improved your ability, and can analyze and solve practical problems; the teacher not only imparts knowledge, but also imparts skills. I feel that learning from the teacher is very rewarding. Overall, are you satisfied with the teacher's teaching?

2.2. Supervision and Evaluation

Quality education: dress appropriately, behave in a civilized manner, guide students to attend classes in a civilized manner, teach and educate, cultivate students' elegant sentiments, and shape students' sound personality; abide by teaching discipline, start and end classes on time, strictly manage attendance, maintain classroom order, and have good classroom discipline; be energetic, teach naturally, prepare lessons well, teach seriously, and integrate classroom knowledge with professional culture; embody professional qualities, and teach in accordance with professional standards.

Teaching methods: The content is carefully refined, the key points are highlighted, the structure is clear and easy to understand; the content is substantial, the difficult points are properly handled, the amount of effective information is large, and it reflects the cutting-edge knowledge and achievements of the subject; the after-class learning content is properly arranged, focusing on the cultivation of learning ability; the introduction is clear and can arouse students' emotional and knowledge resonance; the teaching design is reasonable, the knowledge points are clear, and the key points and difficulties are properly arranged; the courseware is carefully produced, and multimedia and other teaching aids are used reasonably; the blackboard is used appropriately, the words are used in a standardized manner, and the handwriting is neat.

Teaching ability: standard Mandarin, clear voice, moderate speaking speed, and appeal; standardized teaching terms, fluent expression, concise and bright, and friendly; clear teaching objectives, clear steps, moderate control, and appropriate time allocation; focus on interaction and inspiration, combining teaching and practice to fully mobilize students' enthusiasm; teaching is flexible, personalized, and creative, and the classroom atmosphere is active; full of passion, easy to understand, and stimulate students' curiosity; appropriate combination of teaching content and teaching methods, and emphasis on cultivating learning interests, learning habits, and learning abilities.

Teaching effect: Students actively participate in classroom teaching, and interaction between teachers and students is active; students' listening status is evaluated by visual inspection.

2.3. Peer Review

Classroom teaching: The teaching documents are complete and in compliance with regulations, and the content is consistent with the syllabus and curriculum standards. The teaching preparation is sufficient, and the teaching schedule is basically consistent with the teaching calendar. The explanation is fluent, the expression is clear, the equipment is operated skillfully, and the demonstration is free.

Teaching content: Carry out teaching around the ability goal, highlight the key points, difficulties, and emphasize the key points that are closely integrated with production practice. Focus on the cultivation of professional ability and professional quality. Introduce projects, tasks, cases, etc. for the cultivation of professional ability or job skills that match the teaching content, so as to achieve synchronization between explanation and professional ability training.

Teaching methods: Use project-oriented, task-driven, case analysis and other methods to organically integrate knowledge and ability training; theoretical teaching reflects "learning by doing", and practical training reflects "learning by doing". Reasonable use of teaching resources, technology, and methods, and proper presentation of key points and

difficulties; follow cognitive laws to guide students to think actively and study seriously. Adjust content and methods in a timely manner in light of actual conditions to promote students' digestion and mastery.

Teaching effect: The teaching atmosphere is strong, students actively learn, there is interaction between teachers and students, and students respond well.

Classroom management: The classroom is strictly managed. Students are organized to sit in the front before class. The teaching order is orderly. There is no phenomenon of drowsiness or playing with mobile phones. The classroom atmosphere is active.

2.4. Teaching Department Evaluation

Teaching attitude: Pay attention to appearance and demeanor, love the job and be dedicated; be rigorous in academic research, care for students; be a role model, and cultivate morality and educate people. Actively undertake teaching tasks, follow teaching rules, prepare lessons carefully, be well prepared for teaching, and pay attention to ideological and political education in courses. Have a serious teaching attitude and a strong sense of responsibility, and do not adjust classes, suspend classes, be late, or leave classes early without authorization.

Teaching process: Carefully implement the teaching plan, prepare lessons fully, clarify the purpose, tasks, content, key points and difficulties of course teaching, as well as the status, role and teaching requirements of the course in the major, properly handle the teaching materials, and closely combine the teaching with the professional characteristics and production practice. Carefully carry out the overall teaching design of the course, properly arrange the hours of theoretical and practical teaching, and reasonably choose teaching methods according to different contents. Make full use of modern teaching methods, adopt a variety of teaching methods such as task-driven, case teaching, and module teaching, integrate "teaching, learning, and doing", fully mobilize students' desire for knowledge, and cultivate students' self-learning ability, innovation ability and professional ability.

Teaching effect : I have a strong control over classroom teaching (practice). The students are highly involved and the classroom atmosphere is active.

Teaching Research and Reform : Actively participated in teaching reform, and achieved remarkable results in teaching research. Actively guided students to participate in subject competitions, and achieved remarkable results.

Team spirit : Solidarity and cooperation, strong sense of collective honor. Able to complete all levels and various teaching tasks in accordance with requirements with guaranteed quality and quantity.

3. Practice and Conclusion

In the 2023-2024 academic year, based on the analysis results of the above comprehensive evaluation system of classroom teaching quality, it was found that the college performed outstandingly in the following three key indicators: "Teachers assign homework (projects, tasks, etc.) and correct and comment on them in a timely manner", "Teachers use actual cases or projects (tasks, etc.) to teach in courses, allowing students to 'learn by doing' and students are highly involved", and "Teachers introduce information-based teaching tools and modern teaching methods to improve teaching effectiveness ." However, in terms of the two

indicators of "Can you keep up with the class progress and understand the lectures?" and "Teachers talk about the latest development directions of the corresponding industries and sectors of this subject in class" , the performance is not satisfactory. To this end, it is recommended that teachers should conduct sufficient pre-class preparation and evaluation, have a deep understanding of students' basic learning situation, and adjust the course content in a timely manner as needed. At the same time, a variety of teaching methods should be adopted to ensure that each student can grow at a level that suits them. In addition, the scores for the indicators "the teacher is a role model, cares about students, and subtly helps students establish correct professional ethics", "the teacher pays attention to the students' learning process, arranges homework projects properly, and provides timely and accurate tutoring and answering questions (including online Q&A)," and "the teacher is familiar with the teaching content of this course and has proficient skills; the class is well prepared and the lectures are clear " are relatively high. However, the score for the indicator "Are you clear about the learning objectives, assessment requirements, and connection between previous and subsequent courses of this course?" is relatively low. It is recommended that teachers strengthen the emphasis on the systematic and coherent nature of knowledge when teaching, clarify the course objectives, and carry out logically clear teaching designs to improve students' learning effects and ability improvement.

It can be seen that through the application of the newly constructed comprehensive evaluation system for undergraduate vocational education classroom teaching quality, problems can be effectively identified, and targeted improvement measures can be proposed based on this to promote the continuous improvement of classroom teaching quality.

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