

Abstract#: A-2021-RE10010

Tao Xingzhi Study Association of China & Huzhou University

May 28-30, 2021, Huzhou, Zhejiang Province, China

Research on Educational Evaluation, Promote the Development of Teachers and Students

Fuming Zhao

Affiliation: Shamen Central Primary School, Yuhuan 317600, Zhejiang, China

Address: Shamen Central Primary School, Yuhuan 317600, Zhejiang, China

Correspondence to: Fuming Zhao, E-mail: 343977049@qq.com

DOI: <https://doi.org/10.15354/sief.21.s1.ab039>

The authors declare no competing interest.

Evaluation is a cognitive activity. Educational evaluation is to judge students' learning process and results, which are always conducted by course teachers. The traditional evaluation model often follows the single and mechanical standards, and the teachers will evaluate the learning results within the same class or the same grade. In this way, the evaluators basically have no connection with the students, hence the assessment results are more of subjective consciousness. The assessment that emphasizes the results while overlooks the process made students lost their sense of identity, which will easily upset the students. Multiple evaluations will be more effective, because teachers, students, and parents are all the participants, which contribute to the multi-subject, multi-dimension, and diversified methods, so as to better motivate the students. With the implementation of multiple evaluations, teachers will no longer only focused on the students' achievement but more on the overall improvement of students' morality, intelligence, physique, and aesthetics. It is conducive to changing teachers' education concepts and methods, making it easier for teachers and students to get closer to each other which is good for the common development.

Keywords

Education, Evaluation, Multivariate

Science Insights Education Frontiers, 2021 September 13; Vol. 10, Suppl. 1, pp.9.

