On Building the Teaching Assessment Model of Regular Institutions of Higher Learning in China

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Abstract

The improvement of teaching quality contributes directly to the increase in education quality. This paper aims to build a complete teaching assessment model applicable to music disciplines at colleges and universities, better understand the status quo of teaching activities and further improves the teaching assessment model for music disciplines.

Key words: Teaching Assessment Model, build,China, Music disciplines.

I. Introduction

Teaching activities are the fundamental tasks in colleges and universities. The improvement of teaching quality contributes directly to the increase in education quality. Updated teaching assessment model works as an essential contributor to the enhancement of teaching quality. Teaching assessment is a complicate project that involves the interactions between practices and theories and undergoes constant improvement. However, existing teaching assessment indexes in colleges and universities and related literature review suggest that most colleges and universities identifies teaching assessment indexes based on integrated disciplines. No independent assessment indexes have been identified for applied disciplines, particularly music disciplines, which leaves the assessment subject at a loss and fail to assess music courses accurately to generate sound performances. This paper focuses on building the teaching assessment model and assessment standards for music disciplines.

With "teaching assessment" as the keyword, the author got over 1000 results published between 2000 and 2018 on CNKI, sampled over 40 papers published with PKU and CSSCI, and took 26 of them as the fundamental literature. Based on in-depth analysis of popular teaching assessment modes and indexes, this paper draws conclusion and offers suggestions for the music disciplines. This paper does not detail on assessment by students due to length limit. Self-assessment among teachers in colleges and universities has become defensive or self-praising and works adversely against the peer assessment and expert assessment (Li Shulan, 2007). Therefore, this paper excludes self-assessment from the scoring part and focuses on peer assessment and expert assessment only.

This paper aims to build a complete teaching assessment model applicable to music disciplines at colleges and universities, better understand the status quo of teaching activities and further improves the teaching assessment model for music disciplines.

II. Literature review

The transformation towards applied colleges and universities requires us to re-examine UNESCO's proposal that education in the 21st Century is expected to impart the ways to acquire knowledge rather than the knowledge itself while teachers shall encourage critical thinking instead of impart knowledge solely. The transition from knowledge imparting to knowledge acquisition method imparting implies that teaching activities should focus not only on knowledge and technicality but on individual growth and social development as well as the application and practical value of knowledge (Liu Limei, 2011). Under this background, teaching activities should be more practical, which requires to rebuild the teaching assessment model. Though starting late, much teaching assessment efforts have been made among most colleges in China. The teaching assessment work has been institutionalized (Wu Guoyu, Wang Chunyang and Peng Xiufang, 2015).

Teaching assessment aims to promote teaching reforms and improve teaching qualities based on teaching value judgment made after systematic and thorough collection, processing and analysis of teaching information (Lu Shuangpo, 2009). Assessment efforts should focus on enhancing teaching quality. All literature referred to in this paper values students, student involvement as well as teaching and learning equally. Scholars treasure new teaching assessment models and support the transformation towards teaching and learning assessment from teaching assessment only in the past. According to the new model, students experience growth. The aims should be implicit in the assessment process, with all stakeholders being taken into account. The all-round growth of students should be valued and the assessment indexes should be diverse and encourage the full development of students (Yu Dong, 2003).

According to the definition of teaching assessment, the subjects of assessment shall be firstly identified, teaching data shall then be collected and value judgment shall be made at last. Teaching feedback, especially feedback from peers, suggest that teaching feedback is the appreciation for the outstanding teaching performance of teachers and works to prevent sluggish or inefficient teaching as well as to improve the teaching efficiency (Luo Xiaojie, 2016). It is safe to draw the conclusion that teaching feedback and reflections are indispensable from teaching assessment. This study focuses on the reflections on teaching feedback drawn based on the new assessment, thus

enhancing the teaching quality.

III. Methods

Literature review, content analysis and basic statistical approach were employed in this study.

Literature review and content analysis were adopted to build the basic framework. Literature review works to explore the nature of study objects and conclude new ideas by researching related literature (Xiao Haohui, 1995). Content analysis includes quantitative and qualitative approaches to objectively and systematically study and analyze contents, including the wording and features, and the impact of the contents throughout the promotion process, thus generalizing the background and significance of the contents. Quantitative and narrative statistical approach was adopted to build the assessment model. Narrative statistical approaching, also known as descriptive statistics, describes or summarizes the general information of samples.

IV. Findings

(I) Identify the subjects of assessment

Analysis on the teaching assessment models and indexes adopted by colleges and universities suggest that the subjects of assessment can be superiors, peers, students, teaching supervisors or experts. In the literature, the frequency of assessment by students is 24 (92%); the frequency of self-assessment and peer assessment is 11 (42%); the frequency of assessment by superiors and supervisors is 8 (31%); and the frequency of diverse assessment is 3 (12%). As mentioned in introductions, this study focuses on building the assessment model based on peer assessment and expert assessment.

(II) Decide teaching standards

The objective of teaching is to turn classes into the platform where students exchange ideas and acquire knowledge and learning methods from class teaching so as to develop independent thinking (Pei Dina, 2008). The teaching standards should be formulated based in the teaching objective.

(III) Establish the primary assessment indexes

The percentages of primary assessment indexes are as following:
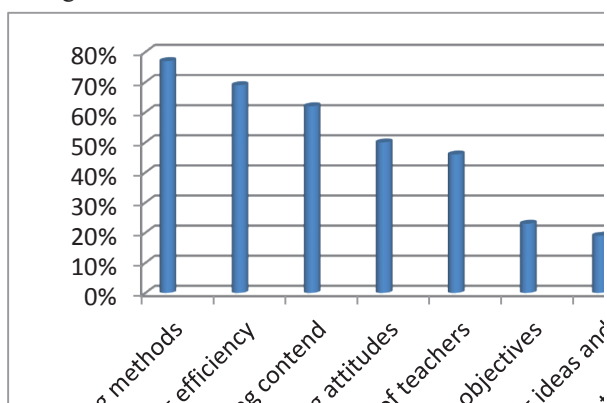
This study adopts the top five indexes as the primary indexes,

namely teaching methods, teaching efficiency, teaching contents, teaching attitudes and the basic qualities of teachers (changed into basic teaching skills in conclusion).
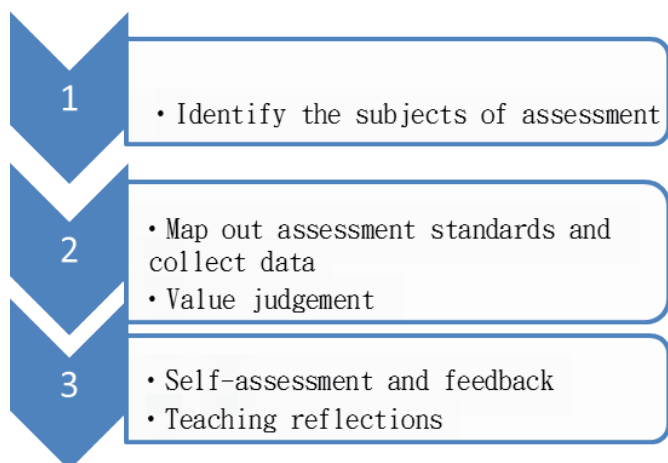
(IV) Assessment indexes and standards

Assessment indexes and standards are summarized in the table below(for peer assessment and expert assessment)

Assessment Dimensions	Evaluation Criterion
Teaching attitude	Academic and teaching
	Observe discipline
	Teaching Preparation
	Care And Love Students
Teaching method	Methods the scientific
	Individualized
	Teaching demonstration
	Interdisciplinary awareness
Teaching content	Clear purpose of teaching
	Teaching key and difficult
	The teaching content is rich and diversified
Teaching efficiency	Teaching completion
	Combining theory with practise
	Classroom atmosphere control
Basic teaching skills	Language expression
	Teaching skills
	Ability to organize class

V. Conclusions and suggestions

Based on literature review and comparison with existing assessment systems in domestic colleges and universities, the study draws the conclusion that to build a teaching assessment system, the subjects of assessment should be identified, the assessment standards should then be established, the value judgment be made and the teaching feedback and reflections be offered, as shown below.

1 • Identify the subjects of assessment

2 • Map out assessment standards and collect data
• Value judgement

3 • Self-assessment and feedback
• Teaching reflections

Within the model, assessment standard is the key, based on which the teachers would adjust instruction methods. Therefore, standards formulation shall be based on literature review and feedback from experts and teachers. Self-assessment is excluded from the scoring part but included in teaching feedback and reflections, which does justice to the final results. Assessment by students would be studied separately. Assessment by other subjects and their weights shall be studied later with AHP.

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