

Research on the Construction Strategy of the Teaching Evaluation System of Vocational Undergraduate Education in China

Jing Hu

Jingdezhen Art Vocational University Jiangxi Jingdezhen 333000

Abstract: Along with the process of the clustered industrial structure reforming, the concepts of vocational undergraduate education remain no longer traditionally market-oriented. Requirements for the workforce training are highly imposed to be well balanced with vocational education and roundabout personality development as a complete human being. Thus, in this article, a study of the evolution of political and academic situation of the existing vocational undergraduate universities in China is carried out. The distinctive characteristics of vocational undergraduate universities are presented and compared in the span of the domestic and overseas realms.

Keywords: Vocational undergraduates; Evaluation of teaching system; Process oriented; Domestic and overseas

1. Introduction

1.1 Urge to develop the vocational undergraduate education in China

At the current phase of economic development, China is in the upgrading period of clustered industrial structure optimization, shifting from the original quantity-based to quality-based regime. Efficient and sustainable development needs to be assured by the continuous joint innovation of enterprises and universities. Therefore, Innovation is the new norm for the economic development. As an important driver of economic innovation, professional and skilled workforces have become more demanding, which is one of the important goals of boosting vocational education nationwide. At the National Conference on Vocational Education, President Xi made a significant instruction regarding vocational education, emphasizing the need to “make efforts to steadily develop vocational undergraduate education”.

1.2 Brief literature review of teaching evaluation

Teaching evaluation is a way to diagnose a series of teaching activities conducted by teachers to achieve teaching objectives, functioning as the basis for teachers to reflect on their teaching and optimize their teaching practices^[1]. Lately, national education department leaders have proposed several goals in promoting education teaching evaluations, indicating the significance of teaching evaluations. On 13th October 2020, the Central Committee of the Communist Party of China and the State Council issued the General Plan for Deepening Education Evaluation Reform for the New Era and upholding scientific and effective teaching evaluation, aiming to improve the current outcome-oriented evaluation. It is strongly encouraged to consolidate the process evaluation, to explore value-added evaluation methods, and to make full use of information technology in all sorts of teaching context.

Teaching evaluation in the new era presents us the characteristics of differentiation and personalization in the teaching process. The strong demand for process-oriented promotions in key areas of education evaluation has risen to the national will^[2]. To improve the scientific, professional, and objective nature of education evaluation acquire a start of renovation from the ground level. Although the construction of vocational undergraduate education has been rapidly launched and the scope of research related is ongoingly extended, yet there are many doubts about various aspects, such as the self-positioning, the development, and output of vocational undergraduate education because there is not yet a process implemented evaluation system as well as the social feedback of our first generation of vocational undergraduates^[3]. As new attempts with special connotations and attributes of Chinese characteristics, the vocational undergraduate education is questioned of the realization of its educational targets and how to examine the competence of the outputs of vocational undergraduate education is a highly concerning issue to be resolved, given that there is no previous domestic experience to draw on.

2. Theoretical underpinnings and analysis

2.1 Evolutions of domestic vocational undergraduate education in China

In the process of launching vocational undergraduate education, Liang Kedong raised the many practical challenges along with the slow progress in its practical exploration, from top-level design to institution operation to professional construction, such as the difficulty in landing the construction of standards and systems, the difficulty in supporting and guaranteeing teaching conditions, and the difficulty in iterating and upgrading professional constructions. Existing studies have already been carried out on the connotation

and system construction of vocational undergraduate education.

However, in general, education research in China has evolved in thinking regime for a few decades: from simple to complex perceptions in education [4]. Simple thinking deals with “beginnings”, “elements” and “essences”, while complex thinking mainly refers to the emphasizes on the “relationship”, “generation” and “practice” of relational and practical thinking. Teaching evaluation research guided by simple thinking regards teaching as a static, isolated, and linear educational activity [5]. Simple thinking simplifies the complexity of teaching and learning, ignores the dynamic nature of teaching and learning and leads to a loss of value and sensibility, no matter in the classroom dialogue-based teaching or in practical teaching context [6]. Complex thinking believes that subjectivity and objectivity, essence and phenomenon, relationship and process are not dichotomous in the teaching activities, as well as learning activities.

2.2 Oversea experiences and potential proposals

Hereby, difficulties arises when it comes to the subject-object interactions between the teachers and students, as an inseparable dynamic whole [7]. In relevant context, dialogue between the evaluator and the evaluated, should consider the personalized differences of students in teaching process and the teaching balance, by using a variety of combinations of quantitative and qualitative evaluation methods to approximate the teaching and learning process assessment in terms of precision.

Overseas experiences in the exploration of new teaching assessment methods and tools are available in various domains. The Skills Competency Test (SCT) was proposed by Muhammad Nurtanto1 (Rais, 2018). The application of the SCT is based on the freedom and ability of vocational education institutions in the manufacturing industry to select skill competencies. (Frovihandika et al, 2020). The implementation of the SCT process involves vocational teachers and representatives in related industry. The SCT implementation process includes budget and routine items and develops its processes by integrating the competency tests. This process of integration planning the development of a vocational competency test model has an important role to play in improving the quality of vocational education graduates in manufacturing industry [8].

3. Conclusions

Based on global observations and analysis to the vocational undergraduate evaluation in comprehensive perspectives, the teaching evaluation system is envisioned to be integrated with the concept of complete human being education and process-oriented methods or models such as the SCT process for the vocational undergraduates, especially for those majored in manufacturing domains. Moreover, the added value of certain assessments should also be referred to and furthermore well studied, as an important in the teaching evaluation report, particularly for undergraduates from art school, business, management and education school. An indicator as individual economic productivity or profitability might be proposed to be included into the evaluation system, for example.

Most of the existing vocational undergraduate universities in China were transformed by merging private higher education institutions with independent colleges. Positive responses to the questions: whether the existing “vocational undergraduate education” can fulfill the national expectations, and stay in line with the international trends. The following question left to us would be whether it is configured with a sensible and reliable teaching evaluation mechanism alongside. No doubt that undergraduate vocational education displays its distinctive characteristics, however the pledge of teaching is still fundamental. To ensure the development of vocational undergraduate education, insights into teaching evaluation should be figured out on what makes teaching activities count, and where..

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