A Study on the Basic Course Assessment Method of Computer Software Technology for Combining Practical Ability Assessment

Shujun Zhao
Nanyang Institute of Technology, Nanyang, Henan, 473000, China

Keywords: Integration of Practical Ability Assessment, Computer Software Technology, Basic Courses, Assessment Methods.

Abstract: Computer software technology teaching has a strong practicality, only to examine the students'theoretical knowledge mastery cannot comprehensively examine the students'professional core competence, cannot reflect the advantages and disadvantages of students in professional learning. Teachers integrate the practical ability assessment in the process of the basic course assessment of computer software technology, enrich the professional assessment system and strengthen the practicality of the assessment, so as to comprehensively investigate the students'independent practical ability and problem-solving ability, and embody the effective value of the professional course assessment. This paper briefly analyzes the existing problems in the assessment system of the basic course of computer software technology, and probes into the assessment path of the basic course of computer software technology which integrates the practical ability assessment.

1. Introduction

Nowadays, with the rapid development of higher education and the improvement of education system, the goal of education has gradually changed from the original elite education to the cultivation of applied and compound talents. At present, there are still many problems in the process of assessing the students'learning situation in the basic course of computer software technology, such as: single assessment mode, solid assessment mode, lack of assessment objectives and so on. Based on this, colleges and universities can combine the specific teaching material content (such as figure 1), according to the existing talent goal, adjust the curriculum assessment system, integrate into the practice assessment, exercise the students'practical ability, and provide a large number of outstanding talents for the society of our country.

2. Existing Problems in the Assessment System of Basic Courses in Computer Software Technology

First of all, in the teaching process of the basic course of computer software technology in traditional colleges and universities, it is mainly the teachers who explain it on the stage, and
demonstrate it for the students through modern information technology tools. The students only watch the video of the demonstration, listen to the teacher's explanation, and make good class notes. In this process, teachers pay too much attention to the explanation of theoretical knowledge, neglect the exercise and inspection of students' internalization and practical ability, fail to leave enough independent operation practice for students in class, fail to test students' learning situation with the class, and greatly undermine students' learning enthusiasm, which makes students unwilling to take the initiative to practice and cannot realize independent growth[1].

Secondly, in the basic course education of computer software technology in colleges and universities at present, teachers still follow the traditional examination and examination mode, which is unified by the professional teaching and research office of colleges and universities, planning the examination scope, arranging the time of the students' examination, finally providing the assessment standard for the students in the form of "classroom performance plus final examination results ", and measuring the students' learning results. Although this kind of examination method can examine the students' knowledge mastery to a certain extent, because its method is too simple, there are still two shortcomings, the first point is that the examination time is single and one-sided, only relying on the final examination results cannot directly reflect the students' learning state change and growth path in this stage of learning; the second point is that the examination is too concentrated, many students will produce the situation of not learning at ordinary times, the end of the period is focused on surprise, which is not conducive to the formation of good practical ability.

Thirdly, in the examination process of the basic course of computer software technology in colleges and universities, although the paperless examination is adopted, the students randomly select the questions on the computer and participate in the examination activities through the way of computer operation. However, in the process of practical examination, colleges and universities still pay more attention to students' mastery of theoretical knowledge, which is mainly reflected in the existence of a large number of theoretical knowledge questions in the examination questions, such as: multiple choice questions, judgment questions, filling in blanks, etc. However, there are fewer problems in practice, such as demonstration operation questions and design questions, which cannot promote students to realize the important value of innovation ability and practical ability, which is not conducive to the cultivation of students to form a good professional comprehensive ability[2].

Finally, in general, after the completion of the basic computer software technology courses in colleges and universities, teachers generally analyze the difficulty of different topics, the students' assessment results, the coverage of knowledge points and so on, but they do not carry out a deeper analysis and feedback for the students, such as: the advantages and disadvantages of the students in the examination, the students' practical ability and so on, and because the teachers do not grasp the changes of the students' ability at any time, they cannot provide more scientific, systematic and comprehensive assessment feedback for the students, thus affecting the assessment effect of the course.

3. The Assessment Path of Basic Course of Computer Software Technology for Combining Practical Ability Assessment

3.1. Change The Thought of Course Assessment and Make Clear the Purpose of Assessment

In view of the existing problems in the assessment system of the basic course of computer software technology, teachers should actively change the thinking of assessment, realize the main problems existing in the current assessment system, expand the scope of assessment, integrate into the content of practical assessment, base on the actual learning situation of students, consider the overall learning level of students in our school, and optimize the assessment system. In addition, teachers should put forward clear practical assessment objectives, put forward daily assessment nodes in daily teaching, and carry out multi-level and multi-module assessment according to the requirements of students' practical ability in different periods of teaching content and students' practical ability, so as to grasp the students' stage learning situation, form the
students' ability change line, and use it as the important information of students' year-end and term assessment, so as to improve the scientific nature of the assessment.

3.2. Enrich Curriculum Assessment Content and Form a Diversified Practice Assessment System

In view of the existing problems in the assessment system of the basic course of computer software technology, teachers should combine the contents of the course materials of computer software technology, enrich the assessment process, put forward many assessment contents, form a diversified practical assessment system, and avoid the examination too single to master the students' learning situation. Teachers can put forward several assessment items, such as stage assessment, homework assessment, paperless assessment, project practice assessment and so on, which can cover the students' knowledge mastery, internalization, understanding, development of practical operation ability and problem-solving ability, etc., and cover all the teaching contents, so as to improve the practical value of the assessment and promote the students to form a good professional comprehensive ability through the course assessment[3].

3.3. Pay Attention to the Process of Students' practical Learning and Carry Out Process Assessment

In view of the existing problems in the assessment system of basic courses of computer software technology, teachers should pay attention to the students' learning process and the formation and development of students' practical ability. If we pay close attention to the formation result of the students' theoretical knowledge and practical ability, it will affect the teacher's judgment and analysis of the students and the authenticity and accuracy of the assessment feedback. Therefore, on the basis of the existing assessment system, teachers should make appropriate adjustments, pay attention to the students' daily classroom performance and the behavior in the group experimental activities, for example: through the completion of students' practical homework to reflect the students' learning quality of this class, through the stage test, the higher assessment reflects the overall ability of the students to develop the overall situation, to carry out a comprehensive process assessment, pay attention to the students' innovative ability, to provide students with a certain space for independent development, and promote the students' independent growth.

3.4. Introduction of Case Teaching and Experimental Assessment

In view of the existing problems in the examination system of basic courses of computer software technology, teachers can combine the case teaching method to carry out "case examination ", which is not a regular examination and test, but a practical activity of training students' practical ability, examining students' practical ability and feedback students' practical ability in the course of classroom teaching, which can also become a " group project investigation ". Teachers can combine the specific teaching content, let the class students take the group as the unit, select their own questions, in 1-2 weeks through the investigation materials, group communication, practice operation, results report and other forms, and the assessment criteria are: innovation index, practice operation index, knowledge transformation and use index, so as to examine the students in this unit, the subject of learning and practical ability development.

3.5. Adjust the Details of the Reform and Advance the Reform in Depth

In view of the existing problems in the assessment system of the basic courses of computer software technology, teachers should further adjust the details of the assessment, promote the reform of the assessment of the basic courses of computer software technology in colleges and universities, and make the assessment more in line with the needs of teachers, and intuitively reflect the students' practical ability and professional comprehensive accomplishment. Teachers can introduce the concept of " quantification ", take the students' daily computer room neat, correct switch machine, positive questions in class, correct operation and creative behavior as the quantitative index, adjust the proportion of classroom performance and practical operation performance to 30% in the evaluation, formulate scientific assessment standard, and put forward the
assessment method of" module-competition "(Fig.2)[4].

Figure 2 Computer software technology basic course competition

In addition, we can also put forward the form of "taking the competition on behalf of the competition ", combine the specific teaching content, put forward the corresponding competition and professional competition, reflect the students'practical ability through the competition results, replace the original assessment items, and jointly organize the competition with other local colleges and enterprises to assess the students'practical ability.

Figure 3 Photos of the competition

4. Conclusion

To sum up, the basic course of computer software technology is a very important computer basic course in the non-computer major of electrical information in colleges and universities, which is not only theoretical but also practical. In the process of assessment, teachers should not only pay attention to the students'theoretical knowledge mastery and internalization, but also pay attention to the students'practical ability development, adjust the assessment system, integrate into the practice assessment, reflect the students'comprehensive ability through the practice assessment, and train the students'practical skills, so as to lay a good foundation for the students'future study, work and development.

Acknowledgements

Research and practice project of higher education teaching reform in HeNan province in 2017, Project number: 2017SJGLX471, Project name: Research and Practice on the Examination and Evaluation Method of Software Courses

References

