

Analysis on the reform and innovation of teaching assessment system in colleges and universities

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Abstract: With the advancement of the reform of college teachers' assessment and evaluation system, new requirements are put forward for college teaching ability. The evaluation of college teachers is an urgent need to optimize the management of college teachers and improve the teaching quality. This paper studies and analyzes the problems existing in the evaluation system of college teachers and puts forward some corresponding countermeasures. In order to improve the college teaching quality, cultivate qualified applied talents, this paper analyzes different problems existing in the college faculty performance evaluation system, the results of the study show that the improvement of teaching quality in colleges and universities mainly depends on teachers, Reward always works better than punishment. University faculty is a huge potential of repository, it is always a kind of effective management measures to respect college teachers, improve the welfare and benefits, carry out classified management and arouse college teachers' enthusiasm and initiative.

1. Introduction

On August 25, 2016, the Ministry of Education issued the guiding opinions on deepening the reform of college teachers' assessment and evaluation system. The guiding opinions put forward that we should improve the evaluation mechanism of peer experts, explore the evaluation methods with "representative achievements" and actual contributions as the main contents, and take the academic achievements with innovation and display as the important basis for evaluating teachers' scientific research. To implement scientific and reasonable classification and evaluation, and to establish scientific and reasonable classification and evaluation standards for teachers of different types and levels according to different disciplines such as philosophy, social science and natural science, basic research and applied research. The guiding opinions put forward that all teachers must undertake education and teaching work if the assessment and evaluation of university teachers should highlight the achievements of education and teaching. To increase the proportion of teaching performance in performance distribution, in professional title (position) evaluation and employment, and in post promotion evaluation, and fully mobilize teachers' enthusiasm in education and teaching. Except for visiting, studying, training, dispatching, maternity leave and other reasons, teachers whose teaching workload cannot meet the requirements of the school or whose teaching quality is not qualified in a comprehensive evaluation shall be disqualified in the annual or employment evaluation.

2. Problems existing in the current evaluation system of college teachers

2.1. Attach importance to the evaluation of professional ability, despising the evaluation of teachers' ethics

Teachers are known as the engineers of human soul. University teachers should not only have

extensive scientific and cultural knowledge, but also have noble professional ethics. However, in the evaluation of teachers, teachers' professional ability can often be quantified, but the situation of teachers' ethics is difficult to be specific. Therefore, in the assessment and evaluation of teachers, the teaching and scientific research indicators are generally set in more detail, accounting for a large proportion. And the evaluation index of teacher's morality is often rough, so it is impossible to evaluate university teachers' moral level in details. Because of this assessment and evaluation of the guidance, college teachers will pay more attention to the improvement of professional ability, but ignore the construction of teacher ethics, So that the role of education is difficult to play.

2.2 Attach importance to the evaluation of scientific research and neglect the evaluation of teaching effect

When evaluating teachers in any university, it is necessary to put forward some quantitative indicators for scientific research. However, in the current evaluation of college teachers, teachers' scientific research ability is highlighted, while the evaluation of teaching effect is ignored. Generally speaking, the assessment and evaluation of teachers mainly have two indicators, that is, scientific research and teaching, teaching and only quantitative requirements, as long as the teacher in each semester can complete the prescribed teaching tasks, they must pass the assessment, which is not too difficult for teachers. The only difficult indicator is scientific research. Therefore, teachers are much busier in applying for projects and writing papers than in teaching and improving the quality of teaching in class. Even if they are engaged in teaching, they only pursue the workload, ignoring the update of teaching content, the improvement of teaching methods or the improvement of teaching quality.

2.3. Attach importance to horizontal comparison and evaluation while ignoring vertical development

The work of teachers is a complex and creative activity, and there are certain differences among individuals. There are great differences between teachers in knowledge level, ideological accomplishment and value orientation. Therefore, the evaluation of teachers should focus on the vertical development of each person. However, the methods adopted by colleges and universities in the assessment and evaluation of teachers are mostly horizontal comparison. They even put teachers of different ages, titles and disciplines together and use the same standard for assessment and evaluation, lacking the assessment of teachers' personal foundation, development potential, or the evaluation of innovation ability. The hiring of teachers is often the same, lack of personalized development. At the same time, in order to pursue the objectivity of assessment and the operability of indicators, many colleges and universities ignore the qualitative assessment and pay too much attention to the design of quantitative assessment. As a result, teachers are busy to complete a certain amount of work, which lacks practicality and innovation.

2.4. Pay attention to the evaluation of employment results and ignore the evaluation process

The post appointment system implemented by colleges and universities has broken the traditional practice of "professional title tenure system" [1], Appointment system can realize the ability up, mediocre down, so that a large number of high-level and high-quality young teachers have supported the teaching and scientific research of colleges and universities. In the process of employment, universities usually adopt a three-year employment period system, before the appointment, the school establishes the strict appointment conditions, and then implements the competitive recruitment system. However, in the process of employment, people pay more attention to the results, as long as they hire their ideal position, they can enjoy the corresponding treatment, relax their requirements, resulting in the evaluation of the utilitarian tendency, false behavior is difficult to prohibit. In this way, Universities did not achieve the purpose of implementing the appointment system, but hindered the development of the spirit of unity and cooperation among teachers, affecting teachers' enthusiasm in teaching and scientific research [2].

3. Suggestions and countermeasures for the evaluation of college teachers

3.1. Change the traditional concept of assessment and evaluation

In the past teacher assessment and evaluation, as the object of evaluation, teachers are in a passive position. Teachers have no self-evaluation and can only wait for the evaluation from leaders, peers and students. In the assessment, teachers and students are often in opposition, the teacher's strict requirements, or even a criticism, will affect the evaluation results from students. Modern education should abandon the original traditional ideas, establish the "people-oriented" concept, and highlight the leading position of teachers [3]. First, the evaluation should focus on the development of teachers. Because the process of teaching and educating people is a process of constant pursuit, a process of continuous development and improvement of teachers, and also the process of the promotion of their own value. Therefore, it is necessary to set up a new view of teachers' assessment and evaluation, focusing on teachers' future while paying attention to their current performance. Next, clear teacher's ownership consciousness. Let teachers actively participate in the assessment, that is to say, teachers are not only the object of the assessment, but also the subject of the assessment, they are not only the recipient of the assessment, but also the participant of the assessment. So that teachers will take the initiative to participate in the assessment with enthusiasm and put forward suggestions on the improvement of the assessment. Thirdly, set up the evaluation idea of harmonious development. Pay attention to dynamic, longitudinal formative assessment evaluation. Teacher assessment can be understood as a continuous, systematic process, through communication, consultation, discussion with the assessment, teachers in the assessment can enhance their subject consciousness at the same time. University faculty is a huge potential of repository, it is always a kind of effective management measures to respect college teachers, improve the welfare and benefits, carry out classified management and arouse college teachers' enthusiasm and initiative.

3.2. Establish a three-dimensional system for assessment and evaluation

We should break through the traditional way of focusing on qualitative assessment and fixing a single object, focus on different levels and contents of assessment and evaluation objects, and emphasize and advocate a three-dimensional assessment and evaluation system of process, development, multiple perspectives and multiple horizons. First, establish a student evaluation system. As the subject of receiving education, students have the most right to evaluate teachers' teaching conditions and knowledge level objectively. To refine the assessment content, not too simple or general, they can be divided into levels for students to choose. The school should use the computer for data analysis on evaluation of students, and the results should be recorded in the annual assessment report of teachers, as an important basis for the overall evaluation. Second, establish a self-evaluation system. As the subject of assessment, teachers should constantly reflect on their own teaching ideas and behaviors, constantly adjust and construct themselves, so as to improve their own quality. Therefore, teachers should take the initiative to rethink their own work for self-evaluation and reflection, adjust and correct deficiencies at any time, and constantly reorganize their knowledge and experience, to maintain a good upward working state, to complete the post task. Third, establish a peer evaluation system. Due to teachers' understanding of teaching rules, familiarity with professional knowledge, mutual understanding and long-term attention and supervision, the peer assessment has a certain credibility. Peer evaluation should focus on professional quality, with emphasis on teaching, scientific research, student development and social service performance, so as to promote the professional development of teachers. Fourth, establish an expert evaluation system. An expert group shall be formed by teachers and leaders with rich experience and high professional quality to implement the "expert supervision system". The experts carry on the appraisal to the teachers' teaching condition and their scientific research achievement, and the appraisal will be more scientific.

3.3. Adjust the evaluation index system

Teacher evaluation should be multi-dimensional. When establishing the evaluation index system,

teachers' performance should be examined from at least three dimensions. Firstly, the quality, performance and achievement of teachers are examined from the perspective of educators. Teachers are not only the imparting of knowledge, but also the subject of education. Therefore, the evaluation of teaching must be included in the evaluation index system of teachers, and as an important content to refine it, easy to operate. Secondly, from the perspective of learners, teachers' awareness and ability of lifelong learning, as well as their performance and achievements of continuous self-improvement should be investigated. To cultivate students' innovation ability, first of all, teachers should constantly update knowledge, constantly explore, understand the frontier dynamics of the subjects. For this reason, teachers are encouraged to further their studies, or to study for a degree without resignation, so as to avoid the aging of teachers' knowledge. Thirdly, from the point of view of creators, teachers' innovative spirit, innovative talent and reform achievements should be investigated. Teachers' innovative spirit and ability should be reflected through scientific research achievements and teaching practice [4]. Therefore, the assessment should not only pay attention to the quantity of scientific research achievements and teaching hours, but also pay attention to the quality and focus on the innovation of achievements.

3.4. Reform the appraisal management system

In order to achieve the purpose of assessment, a scientific assessment management system should be established. First, an incentive mechanism should be established. As educators, teachers play a leading role in teaching and educating students. The level of teachers' enthusiasm directly affects the quality of talent training [5]. Therefore, colleges and universities must pay attention to the enthusiasm of teachers. The assessment of teachers is a scientific method to mobilize the enthusiasm, and the assessment should not be based on the punishment of teachers [6], the indicators should not be difficult for teachers as the criterion. Teachers should be encouraged to define their goals and work diligently in a competitive environment in accordance with the law of things [7]. Secondly, a developmental evaluation model with long - term function should be introduced. Reflect the concept of people-oriented, pay attention to the particularity of individual teacher and the subjective initiative, pay attention to the teacher career development goals, put the school goals with the teachers' personal development together, build a scientific evaluation index system of teachers' comprehensive quality, guide teacher's direction for a long time correctly. Thirdly, construct the framework of teacher team performance evaluation. With the rise of learning organization and intelligent organization concept and practice, mutual cooperation among teachers and research projects together, which have become an important form of university development and improvement [8]. In order to form the cohesion of the team, stimulate and maintain the enthusiasm of the team, in the team assessment system, more should be linked to the team's collective performance and individual honor, so that all team members can actively participate in team activities, play a role of everyone.

4. Conclusion

In short, in order to establish a scientific and reasonable evaluation system for teachers in colleges and universities, it is necessary to establish a developmental evaluation concept and pay full attention to the development of teachers themselves. The evaluators should also actively change their own ideas, truly reflect the principal position of teachers in the whole assessment work, and earnestly do a good job in the communication and connection between the evaluators and the assessed. On the basis of teachers of different levels, different qualities and different positions, different assessment indicators are formulated so that teachers can give full play to their strengths. Reward always works better than punishment [9]. In addition, unified standards should be avoided to assess and evaluate all discipline teachers [10]. Based on the actual situation of the school and the characteristics of the discipline teachers, assessment and evaluation indicators of each discipline should be finally clarified. Only in this way can the scientific and rational evaluation system of college teachers be guaranteed.

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