

Actively Explore Course Assessment Methods to Promote the Steady Development of Higher Vocational Education—Taking the Service Etiquette Course as an Example

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Abstract: *Service Etiquette* is a highly practical course offered in higher vocational colleges. It not only enables students to master practical skills in future service work, but also is very beneficial for shaping the external image and improving internal cultivation of college students. So, how to adopt a practical and operational assessment method based on the characteristics of students and their courses? This article takes the service etiquette course as an example, by reflecting on the shortcomings of existing assessment methods, and innovating the assessment methods for higher vocational courses, in order to achieve the best teaching effect.

1. Introduction

Currently, etiquette courses are generally offered in higher vocational colleges, with the purpose of cultivating students with good etiquette and moral qualities, being able to treat people and things with good etiquette behaviors during the work process, meeting professional standards in the service industry, and improving the quality of service. To measure learning effectiveness, each school has its own assessment methods. It is difficult to make a quantitative analysis of the level of a student's etiquette literacy. However, as a course, its assessment system can be improved. Therefore, this article actively explores curriculum assessment methods to promote the steady development of higher vocational education.

2. Existing Assessment Methods and Their Drawbacks

Currently, some schools use a traditional examination paper assessment model for service etiquette courses, with the final score of a test paper assessment to assess students' learning of etiquette courses. However, the fact indicates that this traditional examination method is not suitable for highly practical service etiquette courses. The reason is that this single examination method has great drawbacks.

First of all, this assessment method can mislead students into thinking that the course is a highly theoretical subject, resulting in students spending a lot of time copying classroom notes and memorizing theoretical knowledge, while ignoring practical exercises and practical applications of the knowledge learned.

Secondly, this assessment method can lead to the phenomenon of "high scores but low abilities". For students with strong ability to take exams, it is a simple matter to memorize common sense and concepts of etiquette before exams, so as to achieve higher test scores. However, it is often these students who neglect their behavior in class and in life.

In addition, in recent years, some schools have incorporated the "scenario simulation" training assessment into their service etiquette course assessment, and have made it a part of the final grade evaluation. This assessment method undoubtedly improves students' practical application ability of etiquette knowledge, but due to a single situational simulation assessment, students often focus on the assessment of plot settings, rather than integrating theoretical knowledge into practical operations.

3. Innovation in Assessment Methods of Service Etiquette Courses in Higher Vocational Education

The characteristics of etiquette courses in higher vocational education determine that it cannot continue to use the traditional closed book assessment method. It is the responsibility of every etiquette teacher to comprehensively evaluate the comprehensive quality of students. The assessment of service etiquette courses in higher vocational education can be innovated from two aspects, that is content and method, achievement recognition, and make-up examination methods.

3.1. Assessment Content and Method

3.1.1. Costume Etiquette

Costume etiquette assessment, accounting for 15% of the final grade of this course. This assessment is conducted after students have learned about the clothing and etiquette of tourism service personnel, and have mastered ten commonly used scarves and three commonly used tie tying methods for service personnel. Before the exam, the teacher will write the name of the scarf and tie tie tie method on the exam ticket. During the assessment, students wear professional clothing, complete a tie or scarf tie method on the spot and wear it on their bodies by drawing lots on the spot. After that, the teacher took photos on the spot as a basis for future comments and final grading. This section is relatively difficult to assess, mainly examining students' skills in wearing scarves and ties, as well as their common sense of wearing professional clothing. The purpose is to guide their love of professional clothing and their attitude towards easily facing the service etiquette course assessment.

3.1.2. Makeup skills

The makeup skill assessment accounts for 15% of the final grade of this course. This assessment is only for female students, and the timing is arranged after the girls have mastered the makeup skills of hotel professional makeup. During the assessment, students are required to participate in the "plain face" and independently complete their own work makeup within 20 minutes. Assessment essentials include: matching liquid foundation with skin color, matching eyebrow shape with face shape, matching eye shadow with professional makeup color, matching powder blusher, lip color with skin color. After the assessment, the teacher will take photos on the spot as a basis for future comments and final grading. Due to the fact that this assessment integrates students' personal aesthetic and professional makeup norms, there are certain difficulties in scoring. However, teachers will refer to relevant makeup books and strive to make objective judgments.

3.1.3. Professional Image Design

The professional image design examination accounts for 10% of the final grade of this course. This assessment is conducted after the teacher has explained three basic etiquette knowledge: appearance etiquette, posture etiquette, and dress etiquette. This assessment does not occupy class hours, but rather allows students to use their spare time to complete it independently or with the help of other students. The specific requirements for the assessment are: After performing facial modifications in accordance with the requirements for appearance and etiquette, students should wear professional clothing and match it with a favorite scarf or tie, and then choose a beautiful standing posture or a proper sitting posture based on their actual body shape. They should take photos of their entire body with a smile on their face. The background of the photos is determined by the students themselves. You can choose a corner of the campus to reflect the youth and vitality of the students, or you can choose a training room as the background to reflect your love for the service industry, and so on. After that, the students will send the photos to the teacher via email or QQ chat. The teacher will comment on the photos, propose improvement suggestions for the unqualified photos, and then send them back in the same way, asking the students to complete them again. The benefits of this assessment are manifold. On the one hand, it can rely on the idea of professional aesthetics to guide students' personality development. On the other hand, the professional image designed by students themselves can better reflect their own personality.

3.1.4. Scenario Simulation

The scenario simulation assessment is the most significant one in this course, accounting for 20% of the final grade of this course. This assessment will be conducted after the teacher has explained all the service etiquette knowledge. The assessment adheres to the principles of independent innovation, free play, and diverse forms. The specific requirements are as follows: students voluntarily form an assessment team, create their own service scenarios, and freely mix and match clothing. The team size and simulation time are unlimited. During the assessment process, the teacher led the other students in the class to watch carefully and recorded the entire process with a video camera. After the performance, the teacher inspired the students present to comment on this, and the students participating in the assessment conducted self-assessment on this basis. Finally, the teacher will assess the students' manners, appearance, clothing, daily communication, and other etiquette details as a scoring standard for grading. This assessment is different from the previous single situational simulation assessment in that it first examines the comprehensive application ability of students to tourism service etiquette knowledge. Secondly, students enhance their emotional communication through the process of arranging sitcoms and enhance their awareness of observing etiquette norms. Finally, this assessment is beneficial to cultivating students' creative and performance abilities, and to stimulating their divergent thinking. For example, in the scenario setup for students, the scenario arrangement can be a hotel or travel agency, or it can be a mobile business hall, banking service window, or corporate business negotiation conference room. Previously, some assessment students would often choose the background music commonly used in bars to set off the atmosphere of the simulated scene. Some students even boldly attempt to set up scenarios where multiple people and multiple positions simultaneously provide multiple services. For example, some teams simulate the service work scene in a mobile business hall, and the service window carefully receives guests and answers their requests (as shown in Figure 1).



Figure 1 Simulating the service work site of a mobile business hall

3.1.5. Case Analysis

Case analysis assessment is the final assessment section of the service etiquette course, accounting for 15% of the final grade of this course. The assessment will be conducted before the end of the class. The teacher will distribute 20 cases of service etiquette knowledge to the students in advance, and each case will be set with three questions. Before the assessment, the case selected by the teacher is crucial. The case synthesis needs to include all the etiquette knowledge in the semester's teaching. It is best to collect and compile more authentic cases through internship students or teachers' on-the-job practice in the service industry. After that, the teacher will give students about a week to prepare, and the students will compile their own answers by flipping through textbooks and online queries. During the assessment, the teacher will prepare a separate examination ticket for each case in advance, and students will answer the corresponding questions on the spot based on the selected cases. The teacher should make a written record of the candidate's answers on the spot, refer to the candidate's answers afterwards, and combine them with the teaching materials to give a score on the premise that the answers are reasonable. If the candidate is a male student, it is necessary to draw two test scores, and replace the "makeup skills" assessment score with one of the test scores (male students do not participate in the makeup skills assessment). This assessment is beneficial to helping students pick up and fill in gaps in areas where they do not

have a solid grasp of etiquette knowledge and practical application skills. The purpose of the assessment is to urge students to master all service etiquette knowledge more comprehensively and systematically. This assessment is intended to cultivate students' language skills and their ability to respond to problems encountered in the service process.

3.2. Determination of Assessment Results and Make-up Examination Methods

Due to the innovation in the assessment methods of the service etiquette course, in order to highlight its particularity and advantages, the determination of the assessment results should also be adjusted accordingly. The specific method is as follows. In the five assessment contents, if each individual assessment score exceeds or equals 60% of the total score of this assessment, it is deemed that the assessment has been passed, and the score is recorded in the total score. Candidates can continue to participate in subsequent assessments. If a candidate's performance in a single assessment is lower than 60% of the total score of this assessment, it will be deemed that the assessment has not been passed temporarily. Such candidates not only need to continue to participate in the next assessment content, but also need to carefully review the failed assessment content after class. Before conducting the next assessment, the teacher will uniformly arrange a make-up examination for students who fail in the previous assessment. Only those who pass the make-up examination can enter the subsequent assessment. In the five assessment sections, the cumulative number of make-up exams must not exceed two. If the number exceeds two, it will be considered as a failure in the current semester. However, you can continue to participate in the subsequent training content, but you cannot continue to participate in the assessment. Students who fail in the exam will take a make-up exam at the beginning of the next semester until they pass all the exams. Those who have passed all of the five sections will add their usual scores to the five assessment results, and ultimately form the final total score of the service etiquette course.

The usual performance of the service etiquette course includes three items, namely, homework (accounting for 5% of the total score), attendance (accounting for 10% of the total score), and ordinary performance (accounting for 10% of the total score). Among them, the assignment of homework is temporarily set as memorization of theoretical knowledge. The performance score is given by the teacher referring to the specific situation of students' compliance with college etiquette standards during class.

4. Conclusion

The range of etiquette knowledge is very wide, and every word and deed in life and work includes many etiquette norms. Skillful and flexible use of service etiquette norms is an important teaching goal of this course, and it is also the foundation for students to seek employment in the future. Innovation in the assessment methods of vocational service etiquette courses can increase students' sense of urgency in learning etiquette knowledge, stimulate students' interest in learning as soon as possible, effectively mobilize students' enthusiasm, and inspire students' creative thinking.

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