Investigate and Research on the Status Quo of Student Evaluation of Teaching in Local Applied University

[1,*]Zhigui Dong and [2]Jing Cong,
[1,2]Liaoning Institute of Science and Technology, Benxi, China
*Corresponding Author

Abstract: In order to understand the current situation and existing problems of students' teaching evaluation in local application-oriented colleges and universities, this paper takes XX University as the research object, adopts the research method combining quantitative research and qualitative research, and conducts a questionnaire survey on the current situation of students' teaching evaluation in XX University. And from the four aspects of students' cognitive attitude, implementation process, index system, and application and feedback of results, it makes an in-depth analysis.

Keywords: *Applied University; Student Evaluation of Teaching; Investigate*

1. INTRODUCTION

In October 2019, the "Ministry of Education's Opinions on Deepening the Reform of Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Training" pointed out that colleges and universities should comprehensively promote the construction of quality culture, improve the internal teaching quality evaluation system of colleges and universities, and establish a multi-dimensional college teaching quality evaluation and guarantee system. Student evaluation is based on the participation of students in the evaluation of teachers' teaching. Students, as the main body of teaching, participate in the whole process of teaching activities. They have the best understanding of teachers' teaching level and teaching status, and are more reliable in evaluating teachers' teaching. The student teaching evaluation system has become the fundamental system for colleges and universities to assess the teaching quality, and it plays a positive role in the improvement of teaching quality, but there are still many problems in the actual student teaching evaluation activities.[1].

In order to understand the current situation of students' teaching evaluation in local application-oriented colleges and universities, this paper takes XX University as the research object, adopts the research method combining quantitative research and qualitative research, and conducts a questionnaire survey on the current situation of college students' evaluation of teaching among undergraduates in XX University. And the implementation of related problems in teaching evaluation activities is deeply analyzed.

II. INVESTIGATION OVERVIEW

A. Purpose of Investigation

Student evaluation is an important way for colleges and universities to ensure the quality of teaching. After years of exploration and practice, the theoretical research on student evaluation of teaching has gradually become comprehensive and in-depth, and colleges and universities are also constantly improving and perfecting the activities of student evaluation of teaching. This paper conducts in-depth interviews with some students, teachers and teaching administrators through a questionnaire survey of undergraduates in local colleges and universities, in order to more comprehensively and objectively understand the current situation of students' teaching evaluation in local application-oriented colleges and universities. And on this basis, it analyzes the problems existing in the current student evaluation system.

B. Investigation content

Based on the implementation process of the student evaluation system and the important dimensions covered by the evaluation scale, this paper compiled the "Questionnaire on the Current Situation of Student Evaluation in Local Colleges and Universities", and conducted a survey on the undergraduates of XX University. The questionnaire consists of 26 questions, including 22 multiple-choice questions, 3 multiple-choice questions, and 1 open-ended question. The content of the questionnaire includes the basic information of the respondents and the current situation of teaching evaluation in the university[2].The specific dimensions of the questionnaire and the setting of the survey questions are shown in Table 1.

Table 1 Questionnaire question dimensions and corresponding questions

Dimensions	Question dimensions	Questions	Quantity	Total
——	Respondent's basic information	Sex, Grade, Specialty	——	——
1	Cognitive attitude	Cognition before evaluation	1	4
		Purpose and role of student evaluation	2	
		Enable of student evaluation	1	
2	Implementation process	Compulsory measures for student evaluation	1	5
		The enthusiasm of students to evaluate teaching	1	
		Influencing factors of student evaluating	3	
3	Index system	Connotation, weight, design	4	11

		Indicator content design (student)	4	
		Indicator content design (teacher)	3	
4	Results application and feedback	Is the evaluation result feedback?	1	2
		Feedback suggestion collection method	1	
5	Open-ended question	The Practical Function and Improvement Suggestions of Students' Evaluation of Teaching	1	1

C. Investigation content

The questionnaire survey required for this study adopts the method of random sampling, and completes the distribution, recovery and statistical work through the network platform. In order to ensure the validity and authenticity of the questionnaire data, the questionnaire was filled out anonymously [3]. In addition, in order to more comprehensively and objectively reflect the current situation of college students' evaluation of teaching, in-depth interviews with students, teachers and teaching administrators of different departments are used to make up for the problems that are not covered and not in-depth in the questionnaire.

D. Investigation object

The subjects of the questionnaire survey in this paper are the undergraduates of XX University in Liaoning Province. A total of 1894 questionnaires were distributed and 1820 questionnaires were recovered, of which 1708 were valid questionnaires, and the effective questionnaire recovery rate was 90.1%. The basic information of the respondents of the questionnaire is shown in Table 2. In terms of sex, there are 980 boys (57.38%) and 728 girls (42.62%); in terms of grade distribution, 264 (15.46%) freshmen, 358 sophomores (20.96%) and juniors 496 (29.04%), 590 (34.54%) senior students; from the perspective of major distribution, 290 (16.98%) liberal arts students, 680 (39.81%) science students, 658 (38.52%) engineering students, 80 art students (4.68%).

Table 2: The basic information of the respondents

	Sex		Grade				Specialty			
	Male	Women	First grade	Second grade	Third grade	Fourth grade	Science	engineering	liberal arts	art
Quantity	980	728	264	358	496	590	680	658	290	80
Percentage(%)	57.38	42.62	15.46	20.96	29.04	35.54	39.81	38.52	16.98	4.68

E. The reliability and validity test of the questionnaire

(1) Reliability test

Reliability is mainly used to measure the stability and consistency of the scale, and the results are used to reflect the degree of systematic variation. In this paper, the internal consistency of the scale is measured by Cronbach's Alpha coefficient [4]. The reliability analysis of the questionnaire using SPSS12.0 software is shown in Table 3. The Cronbach's Alpha coefficient in the table is 0.825, which indicates that the questionnaires collected in this survey have high reliability [5].

Table 3: Reliability test statistics

Cronbach's Alpha	Cronbach's Alphabased on standardization	Quantity
0.873	0.825	46

(2) Validity test

Validity refers to the degree of authenticity and accuracy of the survey and research [71], which can be measured by the Kaiser-Meyer-Olkin (KMO) sample measure. This paper uses SPSS12.0 to test the validity of students' cognitive attitudes, student evaluation index system, implementation process, results application and feedback. The KMO value is 0.923 (the closer the KMO value is to 1, the better the validity is), indicating that the questionnaire data is relevant and has good validity.

III.THE CURRENT SITUATION AND PROBLEM

ANALYSIS OF STUDENT EVALUATION OF TEACHING IN LOCAL COLLEGES AND UNIVERSITIES

A. Stakeholders' perception of student evaluation

In the specific implementation of college students' teaching evaluation, stakeholders' awareness of it is very important. For example, how do students understand the teaching evaluation system before teaching evaluation; stakeholders' cognition of students' teaching evaluation purpose and role; and students' cognition of their own teaching evaluation ability. Therefore, whoever participates in the student teaching evaluation activities, the stakeholders' perception of the entire student teaching evaluation system and their participation attitude will directly affect the implementation and effectiveness of the student teaching evaluation system.

(1) Students' cognitive approach to student evaluation before evaluation

XX University's management of student evaluation and teaching is under the unified management of the Teacher Development Center. Generally, before the end of each semester, the school will issue the "Notice of Student Evaluation of Teaching", and the administrative teachers (counselors) of each college will convey the "Student Evaluation of Teaching Work". Notice and Requirements", students need to complete the student evaluation work before

inquiring about the course results. In the real students' teaching evaluation activities, the results of the survey on students' cognition of teaching evaluation are shown in Table 4.

Table 4: The results of the survey of students' understanding of students' evaluation of teaching

Index	Very clear	Clear	Don't clear	Not clear at all
Quantity（person）	268	431	532	477
Percentage（%）	15.69	25.23	31.15	27.93

From Table 4, it can be seen that only 15.69% of the students are very clear about the student teaching evaluation system before evaluating the teaching, and more than 59.08% of the students are not aware of the student teaching evaluation system. Students are completely unaware of students' evaluation of teaching, and they just follow how other students fill in. This phenomenon will greatly reduce the effectiveness of students' evaluation of teaching.

(2) Cognition about the purpose of student evaluation

According to the results of the questionnaire survey, 36.97% of the students believed that the purpose of students' teaching evaluation was to improve teachers' teaching level and ensure the quality of teaching; 33.94% of the students thought that it was to strengthen the management of teachers' teaching activities. From the survey results of this question, the vast majority of students have a mainstream and scientific understanding of the purpose of students' teaching evaluation, which reflects the two main attributes of the student teaching evaluation system: teaching attributes and management attributes.

(3) Cognition about the role of students in teaching evaluation

According to the results of the questionnaire survey, students' opinions on the effect of the student teaching evaluation system in colleges and universities are quite different. 40% of the students believe that the student evaluation of teaching plays an important role, 27.61% of the students believe that it should have a role, and >20% Students think that students' evaluation of teaching is just a formality. This part of students has a negative understanding of the student teaching evaluation system. Even if they are a minority, it is enough to warn students that there are many negative factors in the teaching evaluation system, and the teaching evaluation activities still need to be continuously adjusted and reformed.

(4) Students' perceptions about their ability to evaluate teaching

Through the survey of students' perception of whether they have the ability to evaluate teaching, more than 70% of the students believe that students have participated in the whole process of teachers' teaching, have the best understanding of teachers' teaching, have the most say, and have the ability to participate in teaching evaluation. . Another 18.77% of students believed that with the improvement of knowledge and ability, students' ability to evaluate teaching will gradually increase. There are also a small number of students who think that students do not have the ability to

evaluate teaching. Students are the only recipients of teaching guidance issued by teachers in the classroom. Whether it is from the perspective of the participants in the teaching activities or from the rights of the student group in the learning activities, the student group should have the qualifications and rights to evaluate teachers.

B. The implementation process of student evaluation teaching

(1) The number of teaching evaluations is small, and the teaching evaluation time is not flexible enough

The number of student evaluations is not conducive to teacher-student communication and immediate feedback. Students in XX colleges and universities usually evaluate teachers' classroom teaching quality once a semester, probably at the end of the final exam of each semester, and when students check the exam results. In this seemingly standardized teaching evaluation process, there are actually some drawbacks. On the one hand, the student evaluation of teaching once a semester obviously cannot meet the communication and interaction between students and teachers. On the other hand, the teaching evaluation at the end of the semester leads to a lag in the communication between teachers and students. Even if the students make evaluations and suggestions on the teaching through the evaluation, when the evaluation results are fed back to the teachers of each subject, the course has been completed, and the next semester will be largely In this way, it is impossible to know whether the teacher has made changes due to the teaching evaluation information, and it is more difficult to experience teaching improvement.

(2) A single method of evaluation

With the rapid development of the Internet age, the way of teaching evaluation by students in our country has evolved from the form of student representative symposium in the initial budding period to the evaluation of teaching by paper questionnaires, to the evaluation of teaching by machine-reading cards, and then to the evaluation of teaching on the campus network today. . The updating of teaching evaluation methods is becoming more and more convenient and efficient. Usually, students can continue to use the system to check their course grades only after they complete the student evaluation and submit it within the specified time limit. The online teaching evaluation method is very convenient, accurate and efficient, and at the same time, other learning functions in the related educational administration system can be set to ensure that students participate in the evaluation and improve the participation rate. However, there are also many uncontrollable negative effects behind this method of online teaching evaluation.

(3) Students' enthusiasm for participating in student evaluation of teaching is not high

As the main body of students' teaching evaluation, the attitude they hold in the whole process of participation directly determines the final result of students' teaching evaluation activities. Through the survey on the attitudes of students participating in teaching evaluation in XX colleges and universities, this paper shows that 45.46% of the students actively participate in the evaluation of students, but more than 50% of the students say that they are passively participating in the evaluation or even unwilling to participate. Since more than half of the students passively participate in the evaluation of

teaching or are unwilling to participate in the evaluation, this is comparable to the number of students who did not know much about the student evaluation system before, and there is a certain degree of correlation between the two.

C. Student evaluation index system

The index system in the student teaching evaluation system in colleges and universities, as an important measure for judging the teaching quality of teachers, can reflect the value concept that colleges and universities uphold for students' teaching evaluation, as well as teachers and students' awareness of classroom teaching. The index content of students' teaching evaluation determines the overall dimension and specific connotation of the teaching evaluation scale. Whether the design of the teaching evaluation index system is scientific and reasonable will also affect the validity of the final teaching evaluation results [8]. Therefore, in the teaching evaluation system of students, the design of teaching evaluation index content is particularly critical.

(1) Slow update of student evaluation scales

The XX College Student Teaching Evaluation Scale is a common teaching evaluation scale for all disciplines. At least since 2015, the content has hardly been changed. In recent years, with the changes in teaching methods in colleges and universities, such as flipped classrooms, MOOCs, online teaching, online + offline hybrid teaching, etc., these changes require real-time updating of the content of the curriculum evaluation scale to cater to the new teaching mode. The design of index content attaches great importance to the acquisition of students' knowledge, the cultivation of ability and the enrichment of emotions.

(2) Insufficient teacher and student participation

The student evaluation system involves tripartite interests of the school's teaching management department, teachers and students. Teachers and students are directly involved. The former is the subject of evaluation and the latter is the subject of evaluation. Both have the right to express their own demands and make suggestions in the student evaluation system. On the one hand, from the perspective of teachers, students evaluate teachers' teaching, what to evaluate and how to evaluate, and teachers' opinions should be sought, so that the content of evaluation indicators can have practical significance and be more in line with the actual teaching situation. It is not difficult to see from the formation process of the teaching evaluation scale that the teachers have a low sense of participation and do not pay enough attention to the participation rights of teachers in the content design of teaching evaluation. On the other hand, from the perspective of student groups, in the research theory of the legitimacy of the student teaching evaluation system, the concept of "students are consumers" has been clarified, which is one of the reasons for the existence of the current student teaching evaluation system. However, through investigation and interviews with XX college students, there are almost no opinions or suggestions on the design of the content of the teaching evaluation index system in the student evaluation scale.

(3) Evaluation indicators are slightly general

By consulting the four types of teaching evaluation scales in XX colleges and universities, it is found that the first-level indicators are divided into five items, namely teaching style

and morality (15%), teaching standards (15%), teaching content (30%), teaching methods (20%), teaching effect (20%). There are no second-level indicators under each of the first-level indicators, and only a brief description of the evaluation criteria for the first-level indicators.

(4) Evaluation indicators less consideration of students' demands

The starting point of the content of students' teaching evaluation indicators in most colleges and universities in my country is to focus on the level of teaching management. From the student evaluation scale of XX College, it is found that the teaching evaluation indicators are more designed and asked from the teaching elements, and rarely from the students' main body. The design of the indicator content and options is carried out from the perspective. This research uses a questionnaire to investigate what factors are used to evaluate teachers' teaching when students evaluate teaching. The survey results show that three factors: the actual gain of the course, the teacher's teaching effect and the interest in the course account for 70% of the students. The largest proportion is the teacher's teaching method, that is, most students value whether the teacher's teaching method is appropriate. Followed by teachers' professional academic level, teaching ability and teaching content. The lower proportion is the cultivation of students' personality and the improvement of learning interest and motivation; as well as the improvement of students' knowledge acquisition and ability. It can be seen from this that most of the indicators of students' evaluation of teaching revolve around various factors of teachers, and little consideration is given to whether students' intelligence, ability and moral emotion have been positively developed in classroom teaching.

D. Application and feedback of students' evaluation results

Judging from the "Measures for Teaching Quality Evaluation" document of XX College, after students complete the online evaluation of teachers, the competent department is responsible for making statistics on the evaluation results, and notifying the teaching units of the evaluation results. The evaluation results are divided into four grades: excellent, good, qualified and unqualified according to the score. The application of evaluation results will generally be used as an important basis for teachers' work assessment, professional title evaluation and selection, and honorary titles. Usually, if there are two teaching mistakes or one teaching accident in the same semester, the teaching quality evaluation is directly regarded as unqualified, and the college will appoint teachers with senior teaching experience to assist him in rectification within a time limit, and he can continue to serve as the subject until he passes the trial lecture. The main teacher of the course; if the teacher fails two consecutive teaching evaluations in the same course, he cannot continue to serve as the main teacher of the course.

CONCLUSION

This paper focuses on the current situation of students' evaluation of teaching in local colleges and universities, and further summarizes the problems existing in students' evaluation of teaching and analyzes them. It mainly includes four aspects: cognitive attitude, implementation process, index system, and application and feedback of results. First, stakeholders' lack of awareness of the purpose and role of students' teaching evaluation results in perfunctory and slack

when participating in teaching evaluation. Second, during the implementation of teaching evaluation, the number of evaluations is small, the time for evaluation is unreasonable, the method of evaluation is single, and the enthusiasm of students to participate in evaluation is not high. Third, the update of the student teaching evaluation scale is relatively slow, the participation of teachers and students is insufficient, the teaching evaluation indicators are slightly general, and the evaluation indicators do not take into account the demands of students. Fourth, the application of teaching evaluation results focuses on teacher management and neglects teaching improvement, and the feedback of teaching evaluation results is insufficient.

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